

**THE INFLUENCE OF STUDENTS' LISTENING HABIT  
OF ENGLISH SONGS TOWARD STUDENTS' READING  
COMPREHENSION ABILITY OF NARRATIVE TEXT**

**THESIS**

Submitted in Partial Fulfillment of the Requirement for Gaining the  
Degree of Bachelor of Education in English Language Education



By:

**SITI NOOR AISYAH  
1503046014**

**EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF WALISONGO  
SEMARANG  
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*Assalamu'alaikum Wr. Wb.*

I inform you that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title : **The Influence of Students' Listening Habit  
of English Songs toward Students' Reading  
Comprehension Ability of Narrative Text**  
Name : Siti Noor Aisyah  
Student's Number : 1503046014  
Department : English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

*Wassalamu'alaikum Wr.Wb.*

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*Assalamu'alaikum Wr. Wb.*

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*Wassalamu'alaikum Wr. Wb.*

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## ABSTRACT

Title : **The Influence of Students' Listening Habit of English Songs toward Students' Reading Comprehension Ability of Narrative Text**

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The previous studies investigated the effect of repeated listening to English songs on vocabulary learning and learning gains. Other studies investigated the impact of the listening habit of English songs on listening comprehension, speaking, and writing ability. From the results, it can be concluded that learning does occur from listening to English songs. However, the effect of the listening habit of English songs on reading ability was not provided. This research discusses the influence of students' listening habits of English songs toward students' reading comprehension ability of Narrative text at the tenth grade of MA Darul Ulum Semarang in the academic year of 2019/2020. This research was designed in a quantitative approach with the correlation of product-moment and simple linear regression. The writer used two research instruments: a questionnaire to measure the listening habit and test to measure reading comprehension ability. All members of the population were used as a sample. The result of the students' listening habit of English songs is in the "medium" category, with the mean score is 64.88. The students' reading comprehension ability of Narrative text is also in the "medium" category with the mean is 39.24. The test of significant regression showed that the value of  $t_{count}$  is higher than the  $t_{table}$  ( $6.013 > 2.0096$ ). It means that  $H_0$  is rejected and  $H_a$  is accepted. So, there is a positive and significant influence of the students' listening habit of English songs toward the students' reading comprehension ability. By listening to English songs, the students got more knowledge about English, such as vocabulary, and it can be a foundation for students in helping them to create meanings and become easier to understand the text they read.

**Keywords:** *English Songs, Listening Habit, Narrative Text, Reading Comprehension*

## **DEDICATION**

This final project is dedicated to my beloved parents (Bapak Kholil M.S and Ibu Mistiyah), my dear brother (Mustafa), my dear sisters (Siti Arodah and Siti Noor Hotik Hotizah). For all teachers, all lectures, my beloved friends, and all people who support and pray for this final project. May Allah SWT always show his guidance, mercy, blessing, love, kindness, and gentleness to them.



## MOTTO

... وَمَنْ يَتَوَكَّلْ عَلَى اللَّهِ فَهُوَ حَسْبُهُ ...

“and if anyone puts his trust in Allah, sufficient is (Allah) for him.”<sup>1</sup>

-QS At-Talaq: 3-

Never regret a day in your life. Good days give you happiness, and  
bad days give you experience.

-Siti Noor Aisyah-

---

<sup>1</sup> A. Yusuf Ali, *The Holy Qur'an: Text, Translation, and Commentary* (USA: Amana Corp., 1983), p. 440.

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*Bismillahirrahmanirrahim*, first and foremost, the most enormous thank to Allah SWT, the only God who created the whole universe, the one who gives love to all human beings with no exception, the one who teaches human knowledge, the one who also guides the writer to learn everything, who has given strength, health, forbearance, kindness, and blessing to the writer until this thesis can be completed. Her gratitude is minimal compared to what He has given her.

The second gratitude is for the most exceptional human being, the only perfect creation He has ever made, and the one who has guided us into the bright of life, he is the Prophet Muhammad SAW, peace and blessing upon him and his great friends, great wives, families, and descendants.

As an ordinary human being and a social creature who needs others, the writer realizes that she cannot complete this final project without help, support, cooperation, and encouragement from a lot of people. Therefore, she would like to express the deepest gratitude to:

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3. Dra. Nuna Mustikawati Dewi, M.Pd as the Secretary of English Education Department of Education and Teacher Training Faculty of UIN Walisongo Semarang.
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May Allah gives His blessings to them, and may Allah repay their kindness. The writer hopes that this research may be helpful for everyone—*Amin Ya Robbal 'Alamin*.

Semarang, April 15<sup>th</sup>, 2020



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# CHAPTER I

## INTRODUCTION

This chapter discusses the research background, the research questions, the research objectives, and the significances of the research.

### **A. Background of Research**

Listening is a fundamental language skill that contributes primarily to language expertise.<sup>2</sup> The pronunciation, word stress, vocabulary, syntax, and the comprehension of the message conveyed can be based solely on tone of voice, pitch, and accent, and it is only possible when one listens. Therefore, listening can help language learners to improve other language skills – speaking, reading, and writing.

The success or failure of the learning process, especially in language learning, can be influenced by the learners' habits. Someone can be more easily understand what he is winning because he used to it, such as his habit of seeing, hearing, or experiencing something. Since listening is an essential language skill, the habit of learners in listening can influence their language ability. The listening habit helps students to get more knowledge of English words and sentences. Many media can be used to form a listening

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<sup>2</sup> D. Renukadevi, 'He Role of Listening in Language Acquisition: The Challenges & Strategies in Teaching Listening', *International Journal of Education and Information Studies*, 4.1 (2014), 59–63 (p. 59).

habit; one of them is through English songs. Since English songs became famous nowadays, many people, either young or adult, love to listen to English songs as their hobby or just for relaxing. Also, people can listen to English songs all over the place because of its popularity. English songs are used not only for entertaining, but it is widely used in Indonesia for all levels of education as a media in teaching and learning English, including for reading comprehension.

Reading comprehension is the act of understanding what is being read. The ability of reading comprehension is very crucial for students who are learning English since they always face written texts in the English learning process, especially on the English examination. Besides that, the students also can discover new things they have not known, and increase their knowledge. Allah said that He would increase the person who has attained the wealth of knowledge in a high position, as mentioned in Al-Qur'an surah Al-Mujadalah verse 11:

....يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ (11)

*"... Allah will raise to (suitable) ranks (and degrees), those of you who believe and who have been granted knowledge, and Allah is well-acquainted with all you do." (Q.S. al-Mujadalah: 11)*<sup>3</sup>

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<sup>3</sup> Ali, pp. 1514–15.

The students in Indonesia do not directly have a good ability in reading comprehension, especially in reading English text, because they were not born with that language. In Indonesia, English is a foreign language where Indonesian students have to learn and practice it so that they can gain the meaning of English words and sentences.

One of the texts that taught in school is Narrative text. The narrative is a text that tells a story and, in doing so, entertains or informs the reader or listener.<sup>4</sup> Reading comprehension ability of Narrative text is the quality of the students to understand the information of the text that tells about the story. An experimental study of Eni Susanta found that English songs can improve the students' understanding of Narrative text.<sup>5</sup>

Some English songs contain stories.<sup>6</sup> When the students habitually listen to English songs that contain stories, they will be more familiar with the words used in stories, and it will lead them to construct and convey the message quickly. Lundsteen explains that

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<sup>4</sup> Mark Anderson and Kathy Anderson, *Text Types in English* (Australia: MacMillan Education, 1997), p. 8.

<sup>5</sup> Eni Susanta, 113411117, Education and Teacher Training Faculty, 'Using English Song to Improve Students' Understanding of Narrative Text (A Classroom Action Research with Eight A Students of MTs Mu'allimin Rowoseneng Kandungan Temanggung in the Academic Year of 2014/2015)', *Thesis* (Semarang: Walisongo State Islamic University, 2015).

<sup>6</sup> J. J. Wilson, *How to Teach Listening* (England: Pearson Education Limited, 2008), p. 51.

listening and reading make use of many of the same feelings, vocabularies, background experiences, concepts, and thought strategies.<sup>7</sup> The information that the students got through listening, such as vocabulary, grammar knowledge, and sentence structures, will be kept on their brains. When the students read a text, the brain will work to find some relevant information that has been saved to construct meaning. It means that the listening habit of English songs can help and support the students in understanding the narrative text. Many previous studies investigated the effect of the listening habit of English songs on listening comprehension, speaking, or writing ability. Still, the impact of the listening habit of English songs on reading comprehension ability was not provided. Based on the explanation, the researcher researched "*The Influence of Students' Listening Habit of English Songs toward Students' Reading Comprehension Ability of Narrative Text*," which is conducted in M.A. Darul Ulum Semarang in the academic year of 2019/2020.

## **B. Research Questions**

1. How is the students' listening habit of English songs at the tenth grade of M.A. Darul Ulum Semarang in the Academic Year of 2019/2020?

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<sup>7</sup> Sara W. Lundsteen, *Listening: Its Impact at All Levels on Reading and Other Language Arts* (Urbana: ERIC Clearinghouse on Reading and Communication Skills, 1979), pp. 3–4.

2. How is the students' ability in reading comprehension of Narrative text at the tenth grade of M.A. Darul Ulum Semarang in the Academic Year of 2019/2020?
3. Is there any influence of students' listening habit of English songs toward students' reading comprehension ability of Narrative text at the tenth grade of M.A. Darul Ulum Semarang in the Academic Year of 2019/2020?

### **C. Objectives of the Research**

1. To explain the students listening habit of English songs at the tenth grade of M.A. Darul Ulum Semarang.
2. To explain the students' ability in reading comprehension of Narrative text at the tenth grade of M.A. Darul Ulum Semarang.
3. To analyze the influence of students' listening habit of English songs toward students' reading comprehension ability of Narrative text at the tenth grade of M.A. Darul Ulum Semarang.

### **D. Significances of the Research**

By conducting the research, the researcher hopes that the result of this research can be useful in giving some contributions to English language teaching and learning as follows:

#### **1. Theoretical Benefit**

The researcher hopes that the result of this research will give additional information and knowledge about English for the

readers. The researcher also hopes the result can increase the concept of thought and knowledge about English language teaching and learning, especially for listening habits and reading comprehension ability.

## 2. Pedagogical Benefit

### a) For students

The researcher hopes this research will motivate students to listen more than they did before and encourage them to learn English and increase their ability in reading comprehension.

### b) For teacher

The researcher hopes the result of this research will be useful as a reflection to enhance and develop their method in teaching students through listening to improve the students' abilities in reading comprehension.

### c) For other researchers

The researcher hopes the result of this research can be a reference for further research about the relation between the listening habit of English songs and reading comprehension in different areas or levels of students, or different text types.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses the previous research related to the research, literature review, conceptual framework, and hypothesis of the research.

#### **A. Previous Research**

Some relevant previous researches used to support the research, they are:

First, a study by Nurjanah, Ira Miranti, and Nina Dwiastuty, which aims at finding out the correlation between students' habit in listening to songs and students' English listening skills. The research was conducted at the Trampil senior high school in East Jakarta. The population was twelfth-grade students, and the sample was 20 students. The method used is a survey with correlational analysis. The result found that students' habit of listening to songs have a strong correlation with their listening skill. The better the students' habit of listening to songs, the better the students' listening skills.<sup>8</sup> This previous research has a weakness in elaborating on the test to get the data of students' listening skills. The researchers did not explain further about the process of collecting data and what

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<sup>8</sup> Nurjanah, Ira Miranti, and Nina Dwiastuty, 'The Correlation Between Students' Habit in Listening Song and Students' English Listening Skill', *Deiksis*, 10.1 (2018), 43–48.

indicators of listening skills that the researchers used in measuring the listening skills. It will make the readers confused because of the concise explanation in the process of collecting data. Also, the sample of the research is small. The similarity between the research and this research is the independent variable, and the difference is in the dependent variable. The researchers of the research above took listening skills as the dependent variable, but in this research, the dependent variable is reading comprehension ability of narrative text.

Second, a study by Thippawan Borisai and Nutprapha K. Denis, which aims at examining the influence of pop songs to promote new vocabulary and students' opinions toward using pop songs in learning new vocabulary. The population was grade 10 students of Yangchumnoi Pittayakom School, Thailand, and the sample was 40 students derived by a purposive sampling technique. The research instruments were pretest and post-test, lesson plans to teach new vocabulary using songs, and a questionnaire to investigate students' opinions. The confirmed that the students' ability to learn a new vocabulary of grade 10 students at Yangchumnoi Pittayakom School improved by using pop songs, and the students had positive opinions toward learning vocabulary through pop songs.<sup>9</sup> The

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<sup>9</sup> Thippawan Borisai and Nutprapha K. Dennis, 'A Study of Using Pop Songs to Promote New Vocabulary Learning for Secondary School Students', *International Journal of Research - Granthaalayah*, 4.1 (2016), 86–92.



research above has a weakness in examining pop songs to promote the students' vocabulary, where the students were taught to remember the vocabulary word by word. Whereas, in English, there are phrasal verbs that consist of two or more words where the meaning is different from the definition of its separate parts. The similarities between the research above and this research are the variable and the level of the participant. The difference is in the dependent variable, where the research above used vocabulary learning, while this research used the reading comprehension ability.

Third, a study by Niousha Pavia, Stuart Webb, and Farahnaz Faez, which aims at investigating the incidental learning of three vocabulary knowledge dimensions through listening to songs, and the relationship between frequency of exposure to the targeted vocabulary items and learning gains. There were 300 students in grade five, and six from a public school in central Thailand participated in the research. The research design was experimental research with a pretest and post-test. The researchers used two songs and target words as research instruments. The result indicated that (a) listening to songs contributed to vocabulary learning, (b) repeated listening had a positive effect on vocabulary gains, and (c) frequency of exposure positively affect learning gains.<sup>10</sup> The

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<sup>10</sup> Niousha Pavia, Stuart Webb, and Farahnaz Faes, 'Incidental Vocabulary Learning through Listening to Song', *Studies in Second Language Acquisition*, 2019.

weakness of the research is the participants were in grades five and six, where they had minimal vocabulary size, so their vocabulary learning is also limited. The similarity between the research above and this research is the two types of research investigated the effect of repeated listening to English songs. The differences were the research above used experimental research, while this research used regression analysis as a research design. The level of the participant was also different.

Fourth, research by Muhammad Fajri Hamdy, which aims at investigating the effect of using digital storytelling on students' reading comprehension and listening comprehension. The research was designed in quasi-experimental with pretest and post-test. The population was the group of students who study level 2 at Language Development Center of UIN Suska Riau, and the sample was two classes of level 2 students, 30 students assigned into an experimental group, and 30 into a control group. The tests materials of the research were obtained from the TOEFL practice test and were administered to measure both students' reading and listening comprehension. The research found that the implementation of digital storytelling had a significant effect on the students' reading comprehension and students' listening comprehension.<sup>11</sup> The

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<sup>11</sup> Muhammad Fajri Hamdy, 'The Effect of Using Digital Storytelling on Students' Reading Comprehension and Listening Comprehension', *Journal of English and Arabic Language Teaching*, 8.2 (2017), 112–23.

research above has a weakness in taking the population. The researcher took university students who studied English at the Language Development Center, where they already learn English. Whereas, there are lower-level students who need more attention to be treated using this learning media. The similarity between the research above and this research is in the dependent variable, which is reading comprehension. The differences are in the variables where the research above used three variables. Meanwhile, this research only used two variables. Both research also has a different method and different level of the population.

Fifth, research by Christopher Ryan Wagar, which aims at investigating the impact of audiobooks on reading comprehension and enjoyment. The research was action research. The data was collected using quantitative and qualitative. The instruments were pre-treatment assessment and survey, treatment (instructional unit), post-treatment assessment, and post-treatment survey. The population was the students of grade levels 3-7 at the K-12 levels in the Adult Basic Education course. The sample was 27 students: 12 students in the control group, 15 students in the treatment group. The research found that audiobook technology can help adult learners in increasing reading comprehension and enjoying the reading.<sup>12</sup> The

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<sup>12</sup> Christopher R. Wagar, 'The Impact of Audiobooks on Reading Comprehension and Enjoyment', *Thesis*, (Utah: Western Governors University, 2016).

weakness of the research is the sample size was small, and the research conducted in a course with adult learners. In a course, the students' attendance might be a problem because they only come to the class when they have time as adults have responsibilities that hinder their ability to attend the course. It can be troublesome for the data collected. The similarity between his research and this research is the dependent variable. The differences are the research design and the level of population. In his research, the researcher used action research, while this research used regression analysis. His research took the adult learners in a course as the population, while this research examined the adolescent in Senior High School.

## **B. Literature Review**

### **1. Listening Habit**

#### **a. Definition**

Habit is generally known as routine activities that happened regularly, usually occur unconsciously without linear thinking and planning about it. It is developed based on how many amounts of times, frequency, and experience of activities that have been done. Per Nilsen defines a habit as a repeated behaviour, and it has become less automatic without purposeful thinking and any sense of awareness.<sup>13</sup> According

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<sup>13</sup> Per Nilsen and others, 'Creatures of Habit: Accounting for the Role of Habit in Implementation Research on Clinical Behaviour Change', *Implementation Science Journal*, 7.53 (2012), p. 2.

to Benjamin Gardner, the theory of habit is abstract, where there is no single correct definition. However, the term “habit” is often used to refer to an action done frequently.<sup>14</sup> When someone is making a habit, he is not aware of what he is doing because the acts are often done by him several times. The term “habit” and “automaticity” are used interchangeably as Wood and Runger explained that habit is like other automatic responses where it autonomously activated in memory without requiring executive control.<sup>15</sup>

The definition of a habit is clearly defined before. Then, what listening is? According to Helgesen and Brown, listening is an active and purposeful process of making sense of what the listeners hear.<sup>16</sup> Underwood (1989) defines listening as an activity of paying attention to the speaker and trying to understand what one hears.<sup>17</sup> Thus, a listening habit is defined as a repetitive action of paying attention and trying to get the meaning of what the listeners hear. This activity

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<sup>14</sup> Benjamin Gardner, ‘Habit as Automaticity, Not Frequency’, *Journal of the European Health Psychologist*, 14, 2012, 32–36 (p. 32).

<sup>15</sup> Wendy Wood and Dennis R nger, ‘Psychology of Habit’, *Annual Review of Psychology*, 67.1 (2016), p. 4.

<sup>16</sup> Marc Helgesen, *Practical English Language Teaching: Listening* (New York: McGraw Hill ES/ELT, 2007), p. 3.

<sup>17</sup> Mary Underwood, *Teaching Listening* (New York: Longman, 1989).

becomes a pattern of behaviour that is practiced automatically and unconsciously because it has been familiar for the listeners.

## **b. Advantages of Listening Habit**

There are so many advantages that the students can absorb through their listening habits. Especially in learning new languages, listening plays a crucial role because language acquisition is achieved mainly through listening.<sup>18</sup> When a language student has a good listening habit, it can help him in acquiring the language he is learning. In line with it, Sasson stated that listening habits would lead to better academic language competence.<sup>19</sup> Some advantages of listening habit are described as follow:

### **1) Listening habit improves listening comprehension**

The more students listen, the better their listening comprehension will be. When the students frequently listen, they train their ears to be more familiar with the words and sentence structures of the spoken text. The

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<sup>18</sup> Arafat Hamouda, 'An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom', *International Journal of Academic Research in Progressive Education and Development*, 2.2 (2013), 113–55 (p. 113).

<sup>19</sup> Dorit Sasson, *Listening and Reading For English Language Learners: Collaborative Teaching for Greater Success with K-6* (United Kingdom: Rowman & Littlefield Education, 2014), p. 24.

students will try to get the meaning of the text they are listening to, and it will lead the students to increase their thinking ability. A study of Saputra found that the students who have a high listening habit, they have better listening comprehension than those who have a low listening habit.<sup>20</sup>

2) Listening habit helps learners to enlarge vocabulary knowledge

In listening, the listeners are exposed to new vocabularies. When the listeners give their attention to the words they have listened to and try to find the meaning, it can help the listeners to add their knowledge of vocabularies. When they repeat the gained vocabularies, from time to time, they will be familiar with those vocabularies and their meanings. Dupuy (1999), as cited in Nation, stated that the learners who repeatedly listen to the aural text as many times as they wish reported improvements in their vocabulary.<sup>21</sup>

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<sup>20</sup> Juni Bayu Saputra, S891308050, Teaching Training and Education Faculty, 'The Effectiveness of Using Podcast in Teaching Listening Comprehension Viewed from Students' Listening Habit', *Thesis* (Surakarta: Sebelas Maret University, 2014).

<sup>21</sup> Paul Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, 2008), p. 4.

### 3) Listening habit helps in improving speaking skill

Before the language learners learn to speak, they should first learn to understand the spoken language they hear. Ahmadi (2016) stated that language learners should first learn to understand the language if language learners want to communicate with native speakers.<sup>22</sup> When the learners have a good listening habit, they will quickly get the point of the sounds they hear and respond to it through speaking rapidly.

### 4) Listening habit helps in developing reading and writing skills

Sound forms the basis of language, Yalcinkaya stated that a foundation on which receptive (reading) and expressive (writing) is spoken the word. If the sounds are not recognized and thoroughly analyzed, it can pose an obstacle to the development of written language skills.<sup>23</sup> It can be concluded that through listening habit where the

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<sup>22</sup> Seyedeh Masoumeh Ahmadi, 'The Importance of Listening Comprehension', *International Journal of Research in English Education*, 1.1 (2016), 7–10 (p. 1).

<sup>23</sup> Fulya Yalcinkaya, Nuray Bayar Muluk, and Semra Sahin, 'Effects of Listening Ability on Speaking, Writing, and Reading Skills of Children Who Were Suspected of Auditory Processing Difficulty', *International Journal of Pediatric Otorhinolaryngology*, 73, 2009, 1137–42 (p. 1137).



listeners train their ears to recognize the sounds, plays a crucial role in improving written skills.

## **2. Listening Habit of English Songs**

### **a. Definition**

In human life, songs are very familiar in their daily life. Many people love to listen to a song because it helps them to be relaxed. Listening habits, as defined before, is a repetitive action of paying attention and trying to get the meaning of what the listeners hear. While, according to Fadhilah, the song is a composition of musical instruments and lyrics.<sup>24</sup> Then, the listening habit of English songs is defined as a repetitive action of paying attention and trying to get the meaning of the composition of English words, which is sung by musical accompaniment.

### **b. Listening Habit of English Songs in Language Learning**

Rahbar and Khodabakhsh added that a song possesses many intrinsic merits, which render a valuable source for language learning and teaching.<sup>25</sup> The main parts of songs are

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<sup>24</sup> Sayyidatul Fadhilah, *Students' Perception toward English Games and Songs Course Available at English Language Teaching Department of Tarbiyah Faculty of IAIN Walisongo Semarang* (Semarang: IAIN Walisongo, 2012), p. 27.

<sup>25</sup> Samira Rahbar and Samaneh Khodabakhsh, 'English Songs as an Effective Asset to Improve Listening Comprehension Ability; Evidence from

music and words. Thus, words without music cannot be called a song. The music of a song is a potent stimulus for students' engagement because it speaks directly to their emotions and allows them to use their brains to analyze it.

Listening to songs does not only amuse people with its music and lyrics but also contains a variety of language items such as grammar or sentence patterns, vocabulary, phrase, pronunciation, stress, and intonation. Therefore, having a habit of listening to songs can help people in language learning and teaching. In the song lyrics, there are usually several lines of the words which are repeated twice called "refrain." This repetition will help students in memorizing the lyrics quickly. Also, the music of the songs makes high remembering capacity that makes the words are remembered easier. Wilson added that songs tend to contain some useful elements:<sup>26</sup>

1. Songs help students to focus on aspects of pronunciation, such as stress patterns.
2. Songs tend to contain some useful predictable elements, for example, the use of rhyme, which often helps the

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Iranian EFL Learners', *International Journal of Applied Linguistics & English Literature*, 2.6 (2013), 63–66 (p. 63).

<sup>26</sup> Wilson, pp. 50–51.

students to predict vocabulary. Choruses of the songs make the students hear the same phrases with the equal emphasis several times, and it gives students multiple opportunities to understand the lyrics.

3. Some songs also contain stories which can be motivating for language learners.
4. English songs bring different accents, voices, cultures, and ideas into the classroom.

Listening and then analyzing the lyrics of English songs can help students' progress in mastering English. The song can be used as an instrument for students to introduce new vocabularies by comprehending the songs' lyrics. Medina's study found that the amount of vocabulary acquired from listening to a song was the same with vocabulary learned from listening to a story.<sup>27</sup> Besides vocabulary, the songs can help students in studying grammar or sentence structures; practicing selective listening comprehension; practicing pronunciation, intonation, and stress; and also practicing conversation using dialogues based on the words of the song.

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<sup>27</sup> Suzanne L. Medina, 'The Effect of Music upon Second Language Vocabulary Acquisition', *The Annual Meeting of the Teachers of English to Speakers of Other Language*, 1990.

Eng explained that songs offer insight into the culture, especially the stories and myths of different societies. Songs provide a window into the frames of reference and values of the peoples whose language learners are learning.<sup>28</sup> Through songs, language learners can upgrade their knowledge and increase their cultural competency of the target culture.

Choosing an appropriate song is a crucial thing for English teachers because not all English songs can be used in a language classroom. Some of them may have a poor vocabulary, express violence, and contain embarrassing or racist elements. Lems (1996) and Poppleton (2001) cited in Pardede, stated that songs should meet the following criteria:<sup>29</sup>

1. The level and age of language students. It needs to be remembered that different age or level of the groups enjoys a different song.
2. The songs must have clear sound and should be comprehensible.

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<sup>28</sup> Dwayne Eng, 'Why Use Music in English Language Learning? A Survey of the Literature', *English Language Teaching*, 6.2 (2013), 113–27 (p. 115).

<sup>29</sup> Jannes Freddy Pardede, 'Teaching Indonesian Songs' Melody in Teaching ESL/EFL Classroom', *Proceedings of the Third International on English Language and Teaching*, 3 (2015), 244–48 (pp. 245–46).

3. Songs should be pre-screened for potentially problematic content. The teachers should consider the critical issues like the content of the lyrics, speed, and quality of the songs in choosing the songs. The songs have to meet the criterion of the lesson aim. Thus, the teachers need to listen to the songs first before playing it to the learners.

### **3. Reading Comprehension Ability**

#### **a. Definition**

Reading and comprehension are highly interrelated and cannot be separated. Reading comprehension is not only reading a text but also knowing the meaning and message of the text. Reading comprehension is an active, intentional, and interactive process that occurs before, during, and after the reader reads a text.<sup>30</sup> In reading comprehension, the interactive process will occur between the reader and the text that is being read. This process commonly makes use of background knowledge, experience, vocabulary, grammatical knowledge, and strategies to help the reader in understanding the text.

Florit explains reading comprehension as a complex process in which textual contents are organized and integrated

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<sup>30</sup> Lulut Widyaningrum, *Mapping Readability of the Text and Reading Abilities of the Users* (Semarang: IAIN Walisongo, 2014), p. 23.

with previously acquired world knowledge to build the meaning of the text.<sup>31</sup> Davies and Pearse (2002), in Alshammari, added to develop an accurate interpretation of the text is begun with some expectations based on the type of the text that wants to be read, then followed by identifying the topic and structure of the text.<sup>32</sup> Thus in reading comprehension, the readers link their prior knowledge to the text they are reading to help them in understanding the text.

Reading comprehension has been defined in various definitions by several experts. Based on the descriptions above, it can be concluded that reading comprehension is readers' understanding in getting deep meaning from information conveyed by the writer in written form by connecting the readers' knowledge and the text they are reading.

While the definition of reading comprehension is clearly defined, it is crucial to know what ability is. According to the Cambridge dictionary, the ability is the physical or

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<sup>31</sup> Elena Florit, Maja Roch, and M. Chiara Levorato, 'The Relationship between Listening Comprehension of Text and Sentences in Preschoolers: Specific or Mediated by Lower and Higher Level Components?', *Applied Psycholinguistics*, 34.2 (2013), 395–415 (p. 395).

<sup>32</sup> Marzook Maazi Alshammari, 'New Developments in Teaching Reading Comprehension Skills to EFL Learners', *International Journal of English Language Teaching*, 3.1 (2015), 1–10 (p. 6).

mental power or skill needed to do something.<sup>33</sup> Simply, the ability is a state of being able to do something. Thus, reading comprehension ability is the quality of being able to understand the information of the text that has read. The ability of the students reading comprehension can be seen from the result of the reading comprehension test.

## **b. Levels of Reading Comprehension**

Gray (1960) in Alderson distinguished between reading ‘the lines,’ reading ‘between the lines,’ and reading ‘beyond the lines,’ which refer to these three levels, the literal meanings, the inferential meanings, and the critical meanings. These three levels of comprehension are explained as follow:

### **1) Literal Comprehension**

The first and basic level is literal comprehension, in which understanding refers to the information and ideas that are explicitly stated in the text. Before recognizing the details message, the readers need abilities in understanding the meaning of words. They are required to link the grammar theories with the main idea presented in the passage and then arrange all the information stated in the passage.

### **2) Inferential Comprehension**

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<sup>33</sup> Elizabeth Walter, *Cambridge Advanced Learner's Dictionary* (Cambridge University Press, 2008), p. 2.

The second level is inferential comprehension, also called as interpretive comprehension. Inferential comprehension is the process of how a reader derives implicit ideas in the passage and involves reading between the lines. In inferential comprehension, the readers are required to go beyond what is said and read for deeper meanings.

### 3) Critical Comprehension

The third level is critical comprehension, whereby information and ideas are evaluated. This level is a higher thinking level of reading. It can be described as an understanding of the information which will enable a reader to make a value judgment about the received information. The readers are required to use some external criteria from his or her own experience. They are needed the ability to analyze and link the information of the text to their background knowledge to evaluate the value of the information and give personal judgments as feedback to the author.<sup>34</sup>

### **c. Factors Affecting Reading Comprehension**

To maximize reading comprehension, readers should have several factors. Larry E Harris and Carl B. Smith (1986),

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<sup>34</sup> J. Charles Alderson, *Assessing Reading* (United Kingdom: Cambridge University Press, 2000), pp. 7–8.



as cited in Sutarsyah, mentioned factors that can affect a reader to comprehend a text. Those factors are explained below:<sup>35</sup>

1. The readers should have enough background knowledge to draw the information of the text. If the reader does not know or never experiences about the topic discussed in the text, he will have a problem to understand the text. Snow stated that the background knowledge of the students could be supported using lectures, videos, diagrams, hands-on demonstrations, or other nonliterate means.<sup>36</sup>
2. The ability to analyze the language as a means to convey the ideas of the writers. In other words, comprehension depends on the reader's knowledge about the language. The language knowledge, include syntax, phonetic, and semantic, will enable the readers to get meaning from the written text.
3. The ability of the readers to think also affect their reading comprehension. In this case, the reader's intellectual development is crucial to understand the flow of the story.

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<sup>35</sup> Cucu Sutarsyah, *Reading Theory and Practice* (Yogyakarta: Graha Ilmu, 2015), pp. 25–27.

<sup>36</sup> C. E. Snow, 'Reading Comprehension: Reading for Learning', *International Encyclopedia of Education* (USA: Elsevier, 2010), 413–18 (pp. 413–14).

A reader has to be able to engage in various types of reasoning so that he will be able to deal with events and concepts in the text.

4. Affection factors, in which the reader will understand a text better only if it matches with his interest, attitude, and beliefs. The readers will so attend better to a text about the topic that they find personally satisfying, and they will comprehend it better.
5. The reader's purpose for reading also affects their reading comprehension. The reader produces a good result in reading when he has a purpose. Thus the readers should establish their purpose before reading.

Besides, Clarke explained that the readers with reading comprehension ability difficulties shown that they commonly display a range of language impairments, including problems with listening comprehension, oral expression, vocabulary, narrative production, figurative language, and grammar.<sup>37</sup> Snow also added that the reader who misidentifies words, who does not know the meaning of the words in the text, who cannot parse the syntax of the utterances, and who forgets the

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<sup>37</sup> Paula J. Clarke and others, 'Ameliorating Children's Reading-Comprehension Difficulties: A Randomized Controlled Trial', *Psychological Science*, 21.8 (2010), 1106–16 (p. 1106).

first sentence in a paragraph while reading the second paragraph will have difficulty in comprehending.<sup>38</sup>

Based on the explanation above, several factors may influence the success of reading comprehension. The readers should avoid the factors that might cause difficulties in reading comprehension.

#### **4. Reading Comprehension Ability of Narrative Text**

##### **a. Definition**

Before concluding the meaning of the reading comprehension ability of narrative text, the first step to do is knowing the interpretation of reading comprehension ability and the understanding of the narrative text. The definition of reading comprehension ability is clear defined above. Then, what narrative text is?

According to Jordan, the narrative is an account or description of the past events that entitle following a time sequence or chronological order.<sup>39</sup> Mark and Kathy Anderson state that narrative is a text that tells a story and, in doing so, entertains or informs the reader or listener.<sup>40</sup> It can be

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<sup>38</sup> Snow, p. 415.

<sup>39</sup> R.R. Jordan, *Academic Writing Course: Study Skills in English* (England: Pearson Education Limited, 1999), p. 27.

<sup>40</sup> Anderson and Anderson, p. 8.

concluded that narrative text is a spoken or written text that tells a story using a series of events, which is the purpose is to amuse and entertain the readers, and they can take the moral value or lesson from the story.

From the definition above, it can be concluded that reading comprehension ability of narrative text is the quality of being able to understand the information of the text that tells a story.

#### **b. Types of Narrative text**

There are many types of Narrative text, including:

- 1) Humor, it aims to make the audience laugh as part of telling a story.
- 2) Romance, typically tells of two lovers who overcome difficulties to end up together.
- 3) Historical feature
- 4) Science fiction, it uses the setting involving science and technology.
- 5) Diary – novels, the text presented like diary entries.
- 6) Adventure, typically it tells of the exciting, dangerous journey of experience.
- 7) Fantasy.<sup>41</sup>

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<sup>41</sup> Ernest Neo, *Narrative for 'O' Level* (Malaysia: Longman, 2005), pp. 58–61.

### **c. The Generic Structure of Narrative Text**

Anderson (1997) states the generic structure of narrative text consists of: <sup>42</sup>

#### **1) Orientation/exposition**

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

#### **2) Complication/rising action**

The complication is pushed along by a series of events, during which we usually expect some sort of complexity or problem to arise. This complication will involve the main characters.

#### **3) The sequence of event/climax**

The climax is where the writer tells how the characters react to the complication. It includes their feeling and what they do. The events can be said chronological order (the order in which they happen) or with a flashback.

#### **4) Resolution/falling action**

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although

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<sup>42</sup> Anderson and Anderson, p. 8.

this is, of course, possible in certain types of narrative, which leaves the reader wondering, “how did it end?”).

5) Re-orientation

It is an optional closure of the event.

**d. The Language features of Narrative Text**

The narrative text has some characteristics of language features, such as:

- 1) Focus on explicit members or characters, like Snow White, Rapunzel, and others.
- 2) Use of past tense.
- 3) Use of temporal conjunction or time conjunction. It uses to relate the sequence of events, as like then, after that, afterwards, finally, and lastly.
- 4) Use activity action words.
- 5) Use verbal and mental procedures as think, acknowledge, feel, and so forth.
- 6) Use direct and indirect speeches.
- 7) Use descriptive language to make an audience's or reader's imagination. For instance, when the character said about something that amazes the person in question, “Wow, it is a wonderful an enormous this manor.”<sup>43</sup>

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<sup>43</sup> Kistono and others, *The Bridge English Competence* (Jakarta: Ghalia, 2007), p. 33.

**e. The Example of Narrative text<sup>44</sup>**

**Orientation:** Calon Arang was a widow of Girah who gave birth to a daughter in the jungle. Her daughter grew up to be the famed beauty Ratna Menggali.

**Complication:** Calon Arang wanted her daughter to marry a prince from Airlangga's palace. However, no prince came along. Infuriated by this, Calon Arang learned the art of black magic and practiced it against the kingdom, causing many people to die.

When the king Airlangga heard of the epidemic in Girah, he consulted his high priest, Mpu Bharadah. The priest then sent his son to propose Ratna Menggali. Calon Arang was pleased, the curse ended, and the couple wed.

**Resolution:** Calon Arang inscribed her black magic secret on a *lontar* (palm leaf book). One day, her son-in-law found it and gave it to his father. When Calon Arang found out that Mpu Bharadah had learned her secrets, she was furious and declared war upon him. The priest had no choice but to fight and, in a deadly struggle, destroyed the widow by casting a

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<sup>44</sup> Joko Priyana, Virga Renitasari, and Arnys Rahayu Irjayanti, *Interlanguage: English for Senior High School Students X* (Jakarta: Gramedia Widisarana Indonesia, 2008), p. 85.

spell. Before she died, Calon Arang asked forgiveness. Mpu Bharadah forgave her and showed her the way to heaven.

## **5. The Contribution of Listening Habit of Songs on Reading Comprehension Ability**

Reading comprehension ability is very crucial for English students because, in the English learning process, they will always face English text. Many factors can affect reading comprehension ability, as explained before in the reading comprehension theory. One of those factors, as Clarke stated, is listening comprehension. Supporting it, Hogan says that listening comprehension becomes a dominating influence on students' reading comprehension ability.<sup>45</sup> In line with it, Sasson also states that struggling English students need opportunities to hear words orally to help them increase comprehension and give them the foundation to develop reading and comprehension ability.<sup>46</sup> It means that listening plays a crucial role in reading comprehension ability.

One of the media used in the listening activity is English songs. Listening to English songs is not only helping the students to feel enjoyment, but it can also help students how to learn

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<sup>45</sup> Tiffany P. Hogan, Suzanne M. Adlof, and Crystle N. Alonzo, 'On the Importance of Listening Comprehension', *International Journal of Speech-Language Pathology*, 16.3 (2014), 199–207 (p. 200).

<sup>46</sup> Sasson, p. 28.



vocabulary or learn to make a sentence in a better way. Repeated listening to English songs will give the students language input and intakes, such as vocabulary and sentence structure, which will help them to comprehend text easier. It can be concluded that the listening habit of English songs can contribute to increasing students' reading comprehension ability.

### **C. Conceptual Framework**

Answering problems related to reading comprehension ability, Hogan, Adlof, and Alonzo's theory about the dominating influence of reading comprehension ability should be considered. They stated that listening comprehension becomes a dominating influence on reading comprehension.<sup>47</sup> Listening comprehension here refers to the ability to understand the text if it is heard instead of reading. It means that the English students need to be more familiar with the sounds of English words, and their listening activity will impact their reading comprehension ability.

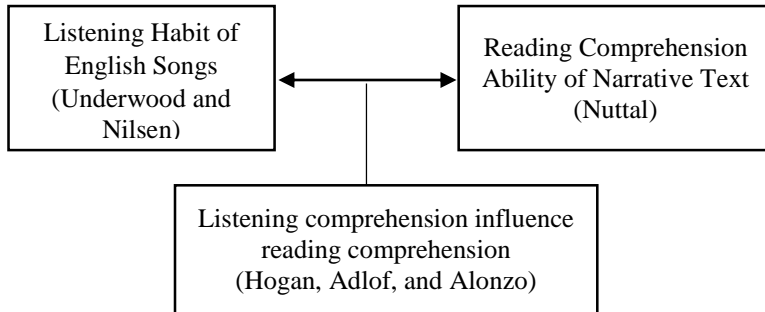
The concept of the listening habit based on Underwood (1989) and Nilsen (2012) is a repetitive action of paying attention and trying to get the meaning of what one is hearing. Through listening habits, the students are exposed to English words, and it will add new information about English, such as vocabulary, grammar knowledge,

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<sup>47</sup> Hogan, Adlof, and Alonzo, p. 200.

and sentence structure. This information will give them a foundation and help them in reading comprehension.

The conceptual framework of this research as follows:



Therefore, there seems no doubt that students' good listening habits of English songs contribute to their reading comprehension ability. It is crucial to prove the influence of students' listening habit of English songs toward their reading comprehension ability of narrative text.

#### **D. Hypothesis**

Based on the theory and rationale, the hypothesis of this research is: there is a positive and significant influence of students' listening habit of English songs toward students' reading comprehension ability of narrative text.

## CHAPTER III

### RESEARCH METHOD

This chapter discusses the research design, the research setting, the research subject, variable and indicators of research, data collection technique, and data analysis technique.

#### A. Research Design

The approach used in this research was quantitative. The quantitative approach measures variables by using instruments so that the numbered data can be analyzed using a statistical procedure. The researcher used a regression analysis. According to Montgomery, regression analysis is an analytical technique for modelling and investigating the relationship between variables.<sup>48</sup> Regression analysis makes use of the correlation between the independent and dependent variables. Correlation simply tells the strength of the relationship between variables, whereas regression uses this information to create a prediction formula.<sup>49</sup> The model used in this research was a simple linear regression because there were only two variables used; they are an independent variable denoted with X and a dependent variable given with Y. In this

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<sup>48</sup> Douglas C. Montgomery, Elizabeth A. Peck, and G. Geoffrey Vining, *Introduction to Linear Regression Analysis* (New Jersey: John Wiley & Sons, 2012), p. 21.

<sup>49</sup> Jacquelyn Cuneen and David A. Tobar, *Sport Industry Research and Analysis: An Approach to Informed Decision Making* (New York: Routledge, 2017), p. 149.

research, the researcher examined the influence of students' listening habit of English songs (X) toward students' reading comprehension ability of narrative text (Y).

## **B. Research Setting**

This research was conducted at MA Darul Ulum Semarang, located in Jl. Raya Wates, Ngaliyan, Semarang in the academic year of 2019/2020. The study was carried out from January 8<sup>th</sup> up to February 8<sup>th</sup>, 2020.

## **C. Research Subject**

### **1. Population**

A population is defined as all members of an any-well assigned class of people, events, or objects.<sup>50</sup> Gay, Mills, and Airasian define a population as the larger group from which the sample will be selected.<sup>51</sup> In brief, the population is all units or individuals on the research. The population of this research is the tenth grade of MA Darul Ulum Semarang in the Academic Year of 2019/2020. There were 51 students for the tenth grade.

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<sup>50</sup> Donald Ary, Lucy Cheser Jacobs, and Christine K. Sorensen, *Introduction to Research in Education* (USA: Wadsworth, 2010), p. 148.

<sup>51</sup> L. R. Gay, Geoffrey E. Mills, and Peter Airasian, *Educational Research: Competencies for Analysis and Applications* (USA: Pearson Education, 2012), p. 113.

**Table 3.1**  
**List of Population**

No	Class	Number of Students
1.	X IPA	25
2.	X IPS	26
<b>Total</b>		<b>51</b>

## **2. Sample and Sampling**

The sample is a part of the population that will be observed whose character can represent and describe the real population.<sup>52</sup> Sampling is the process of taking the sample. According to Gay et al., for a small population,  $N = 100$  or fewer, the researcher should survey the entire population.<sup>53</sup> Because of the population number is fewer than 100 students, the researcher took all the population members as the sample. The sample of this research was the tenth grade consisted of 51 students.

## **D. Variables and Indicators**

Variable is an object of research or the focus of research. In line with it, Fraenkel et al. define a variable as a concept of a noun

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<sup>52</sup> Gay, Mills, and Airasian, p. 129.

<sup>53</sup> Gay, Mills, and Airasian, p. 139.

that stands for variation within a class of objects.<sup>54</sup> The individual members in the category of objects must vary, and if they are identical, that cannot be defined as a variable. The variable of this research consists of two variables as follows:

### **1. Independent variables (X)**

The independent variable is something that (probably) cause, influence, or affect outcomes. The independent variable of this research is students' listening habit of English songs. To measure the students' listening habit of English songs, the researcher used the indicators based on the concept of Underwood (1989) and Nilsen (2012) as follows:

- 1) Repetitive action refers to the condition when a person does the same activity without thinking consciously.
- 2) Attention refers to the activity of paying attention in listening to English songs that provide lyrics or words, melody, and rhythm.
- 3) Getting the meaning relates to the action of understanding the meaning of groups of English words contained in the song.

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<sup>54</sup> Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Research in Education* (New York: McGraw Hill, 2012), p. 77.

## 2. Dependent variables (Y)

The dependent variables are the thing that depends on the independent variables. They are the outcomes or results of the influence of the independent variables. The dependent variable of this research is students' reading comprehension ability of narrative text. The indicators of reading comprehension ability of Narrative text is based on Nuttal (1985) cited in Simanjuntak:<sup>55</sup>

### 1) Determining the main idea

Identifying the main idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas/words.

### 2) Finding the specific information or part of the text

Finding the particular information or part of the text means looking for the information that relevant to the goal in mind and ignores the irrelevant.

### 3) Finding reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means

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<sup>55</sup> Elisabeth Simanjuntak, Ujang Suparman, and Muhammad Sukirlan, 'The Effect of Students' Reading Interest and Vocabulary Mastery on Students' Reading Comprehension', *UNILA Journal of English Teaching*, 4.4 (2015), 1–15 (pp. 2–3).

understanding and determining one linguistic expression to another.

4) Finding inference

The inference is a good guess or conclusion drawn based on the logic of the passage. Finding inference means the readers imply the sentences or passages understand and conclude it logically.

5) Understanding vocabulary

Understanding vocabulary means comprehending what the words mean.

## **E. Data Collection Technique**

There are two instruments used by the researcher in this research to collect the data, and they are explained as follow:

### **1. Questionnaire**

The questionnaire is a collecting data technique which is done by giving a set of written questions to the respondents that have arranged by the researcher. A questionnaire also can be defined as a self-report data-collection instrument that each participant of research fills out. Researchers used a questionnaire to obtain information about the thoughts, feelings, beliefs, attitudes, perceptions, values, personality, and behavioral intentions of research participants. There are two kinds of questionnaires, closed and open questions. The closed questions



prescribe the responses range from which the respondent may choose. In contrast, open questions enable the respondents to write a free account in their term.<sup>56</sup> In this research, the researcher used closed questions in the questionnaire.

The researcher used a questionnaire to obtain the data of students' listening habit of English songs. It includes their frequencies and behavioral intentions. The researcher used the Likert scale to measure the students' answers. A Likert scale provides a range of responses to a given question or statement.<sup>57</sup> In this research, the researcher used Indonesian in forming a questionnaire to make the items more helpful to be comprehended by the students. The options of the questions are in the form of "Strongly Agree," "Agree," "Disagree," and "Strongly disagree" with the scale of scoring from 1 to 4.

**Table 3.2**  
**The scale of students' listening habit of English songs**  
**questionnaire**

Variable	Score	
	Positive	Negative
Strongly agree	4	1
Agree	3	2
Disagree	2	3
Strongly disagree	1	4

---

<sup>56</sup> Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, Sixth (New York: Routledge, 2007), p. 321.

<sup>57</sup> Cohen, Manion, and Morrison, p. 326.

## 2. Test

According to the Oxford Dictionary, a test is an examination of a person's knowledge or ability.<sup>58</sup> The researcher used a reading comprehension test to collect data on the students' reading comprehension ability of narrative text. The test used to measure how well the students understand the text. It was done by the students who had been chosen as samples. The test is in the form of an essay test, and it consists of 15 questions with two passages. The students read the passages and then answered the questions by writing down the answers on the answer sheet. The researcher gave a score for responses based on the scoring rubric, in which the score is between 1 until 4. The rating and its aspect are based on Caldwell's (2008) book as follows:<sup>59</sup>

**Table 3.3**  
**The scoring rubric of reading comprehension test**

Answer	Point
Accurate and complete	4
Complete and partially accurate	3
Partially complete and accurate	2
Inaccurate and incomplete	1

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<sup>58</sup> Victoria Bull, *Oxford Learner's Pocket Dictionary*, 4th edn (United Kingdom: Oxford University Press, 2011), p. 459.

<sup>59</sup> JoAnne Schudt Caldwell, *Comprehension Assessment: A Classroom Guide* (New York: The Guilford Press, 2008), p. 94.

## F. Data Analysis Technique

### 1. Research Instrument Analysis

Before the instruments are used, there is a tryout test to find out the quality of the instruments. A good instrument is an instrument that is a valid and reliable one.:

#### a. Validity Test

Validity refers to how well an idea fits with actual reality.<sup>60</sup> A valid instrument means that the instrument can show the data from the research variable accurately. To measure the validity test, the researcher used the *Pearson product-moment* formula as follows:

$$r_{XY} = \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{N}}{\sqrt{\left[ \Sigma X^2 - \frac{(\Sigma X)^2}{N} \right] \left[ \Sigma Y^2 - \frac{(\Sigma Y)^2}{N} \right]}}^{61}$$

Where :

$r_{XY}$  = the coefficient correlation between variable X and Y

$N$  = the number of participants

$\Sigma X$  = the sum of the scores of each item

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<sup>60</sup> W. Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches*, Seventh (United Kingdom: Pearson Education Limited, 2014), p. 212.

<sup>61</sup> Gay, Mills, and Airasian, p. 332.

$\Sigma Y$  = the amount of the scores of each student

There are two criteria to determine the validity of test items:

- 1) If  $r_{value} > r_{table}$  at the significance level of 5%, it means that the item is valid.
- 2) If  $r_{value} < r_{table}$  at the significance level of 5%, it means that the item is invalid.

#### **b. Reliability Test**

The reliability of a measuring instrument implies the degree of consistency of test scores when the test is used. An instrument can be said as a reliable one if the instrument used to measure the same object repeatedly; it will show the same data. The researcher used *Cronbach's alpha* formula as follows:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

Where :

$r_{11}$  = the coefficient reliability

$k$  = the number of items

$\sum \sigma_b^2$  = the total variance of each item

$\sigma_t^2$  = the total variance

The criteria to determine the instrument is reliable or not are as follow:

- 1) If  $r_{11} > r_{table}$  at the significance level of 5%, it means that the instrument is reliable.
- 2) If  $r_{11} < r_{table}$  at the significance of 5%, it means that the instrument is not reliable.

## 2. Descriptive Analysis

The descriptive analysis is done by presenting the data in the form of a frequency distribution table and histogram for each research variable. Furthermore, for each group of data is processed and analyzed about the size of mean, median, mode, and standard deviation. The descriptive analysis for this research was done by using SPSS. For the manual way, the tabulation is done in these ways:

- a. Finding out the highest score (H) and the lowest (L)
- b. Range

$$R = H - L$$

where: H = the highest score  
L = the lowest score

- c. Interval Total (K)

$$K = 1 + 3.3 \log n$$

- d. Interval Class (i)

$$i = \frac{R}{K}$$

- e. Look for the mean with formula  $\bar{X} = \frac{\sum Y_i}{N}$

Where:  $\sum Y_i$  = Total score from n to j  
N = Total sample

- f. Look for the Standard deviation with the formula:

$$SD = \frac{\sqrt{\sum Y^2 - \frac{(\sum Y)^2}{n}}}{n_1}$$

- g. Categorize the result

The researcher used the formula below to categorize the result of the questionnaire and the test:

$M + 1.5 (SD) = \text{Very High}$

$M + 0.5 (SD) = \text{High}$

$M - 0.5 (SD) = \text{Medium}$

$M - 1.5 (SD) = \text{Low}^{62}$

### 3. Pre-requirement Analysis

Before calculating the influence of students' listening habit of English songs toward students' reading comprehension ability of narrative text, the researcher conducted the pre-requirement analysis as follows:

#### a. Normality test

A normality test is done to analyze whether the research data is a normal distribution or not. To test the normality, the researcher used *Kolmogorov-Smirnov* in the SPSS program. The data is normally distributed if the value

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<sup>62</sup> Shodiq, *Aplikasi Statistika Dalam Penelitian Kependidikan* (Semarang: Karya Abadi Jaya, 2015).

of significance is higher than 0.05. If the value of significance is lower than 0.05, the data is not normally distributed.

#### **b. Linearity test**

After computing the normality test, then the researcher continues to analyze the linearity test. The linearity test is used to know whether the pattern of the independent variable (X) with the dependent variable (Y) has a linear form or not. *ANOVA* was used to test the linearity. The variables have linearity based on these testing criteria:

- 1) If the value of Sig (significance) > 0.05, it means that the variable is linear.
- 2) If the value of Sig (significance) < 0.05, it means that the variable is not linear.

### **4. Hypothesis Analysis**

#### **a. Correlation Analysis**

The researcher used the *Pearson product-moment* formula to analyze the correlation coefficient between predictor (X) and criteria (Y):

$$r_{XY} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left[ \sum X^2 - \frac{(\sum X)^2}{N} \right] \left[ \sum Y^2 - \frac{(\sum Y)^2}{N} \right]}}^{63}$$

---

<sup>63</sup> Gay, Mills, and Airasian, p. 332.

Where:

$r_{XY}$  = the coefficient of correlation

$n$  = the number of participants

$\sum X$  = the total score of variable X

$\sum Y$  = the total score of variable Y

To prove the hypothesis, whether it is accepted or rejected can be conducted by seeing the significance and the correlation coefficient. If the significance is smaller than 0.05, or the value of the correlation coefficient ( $r$ ) is higher than the value of  $r$ -table, the hypothesis is accepted. To interpret the correlation coefficient is shown in the following table:

**Table 3.4**  
**Category of Correlation<sup>64</sup>**

<b>Coefficient</b>	<b>Relation between Variables</b>
Between +0.35 and -0.35	Weak/none
Between +0.35 and +0.65 or between -0.35 and -0.65	Moderate
Between +0.65 and 1.00 or between -1.00 and -0.65	Strong

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<sup>64</sup> Gay, Mills, and Airasian, p. 206.



## b. Regression Analysis

The regression analysis is applied to determine the contribution of the independent variable (X) to the dependent variable (Y). The analysis is done in these ways:

### 1. Finding the regression equation

The researcher used simple regression to find the regression equation. The formula as follows:

$$Y = a + bX$$

With:

$$a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n \sum X^2 - (\sum X)^2}$$

$$b = \frac{n \sum XY - (\sum X)(\sum Y)}{n \sum X^2 - (\sum X)^2}$$

Where:

Y = dependent variable

X = independent variable

a = constant number

b = coefficient of regression

### 2. Variant analysis of regression line

$$F_{reg} = \frac{RK_{reg}}{RK_{res}}$$

$$RK_{reg} = \frac{JK_{reg}}{db_{reg}}$$

$$RK_{res} = \frac{JK_{res}}{db_{res}}$$

$$RK_{res} = \frac{(\sum xy)^2}{\sum x^2}$$

$$JK_{reg} = \sum y^2 - \frac{(\sum xy)^2}{\sum x^2}$$

Where:

$F_{reg}$  = the value of F numeral for the regression line

$RK_{reg}$  = the square mean of regression

$RK_{res}$  = the square mean of residual

$Db_{reg}$  = the degree of residue freedom

After getting  $F_{reg}$ , the next step is comparing the price of  $F_{reg}$  with the value on the table value. The table value is 1% or 5%.

- a. If  $F_{reg} > F_{table}$  with a significance level of 5% or the value of Sig. < 0.05, there is a significant influence on students' listening habit of English songs toward students' reading comprehension ability of Narrative text.
- b. If  $F_{reg} < F_{table}$  with a significance level of 5% or the value of Sig. > 0.05, there is no significant influence on students' listening habit of English songs toward students' reading comprehension ability of Narrative text.

3. Finding the significance of coefficient regression using t-test

The formula of the t-test is  $t = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$

After getting  $t_{count}$ , the next step is comparing the  $t_{count}$  with the value on the table value. The significance level is 5%.

- a. If  $t_{count} > t_{table}$  with the significance level of 5%, it means that students' listening habit of English songs is significant in influencing the students' reading comprehension ability of narrative text.
- b. If  $t_{count} < t_{table}$  with the significance level of 5%, it means that students' listening habit of English songs is not significant in influencing the students' reading comprehension ability of narrative text.

**c. Contribution of Variable X on Variable Y**

To find the contribution of variable X on variable Y, find the coefficient determination ( $r^2$ ). The formula is:

$$R^2 = (r_{xy})^2 \times 100\%$$

If using the SPSS program, from the regression analysis output, the r square can be found in the model summary table.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter shows the result of data collection and data analysis to get the answer to the research problems. It includes the research finding, discussion, and limitation of the research.

#### A. Research Finding

##### 1. Students' Listening Habit of English Songs

###### a. Validity test

There were 30 respondents participated in trying out the listening habit questionnaire. The value of  $r_{table}$  for  $N = 30$  with the significance level of 5% is 0.361. From 25 statements, there were 24 statements of the valid item, and 1 statement was invalid. The valid and invalid number of statements can be seen in the following table. For the detail table of the students' scores and the validity test of the questionnaire is attached in appendix 4.

**Table 4.1**  
**Validity Test of the Questionnaire**

Criteria	Statement Number	Total
Valid	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25	24
Invalid	13	1
<b>Total</b>		<b>25</b>

b. Reliability Test

The result of the reliability test of the questionnaire can be seen in the following table:

**Table 4.2**  
**The Reliability Test of Questionnaire**

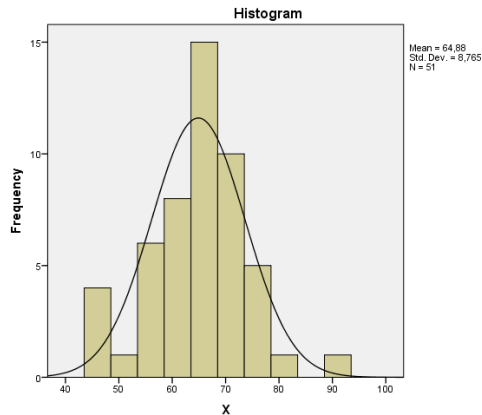
Cronbach's Alpha	N of Items
,922	24

Based on the computation, the coefficient reliability of the listening habit of English songs questionnaire was 0.922. The instrument is considered as reliable one if Cronbach's alpha is bigger than  $r_{table}$  at the significance level of 5%. Otherwise, the instrument is not considered as reliable one if Cronbach's alpha is smaller than  $r_{table}$  at the significance level of 5%. The result showed that Cronbach's alpha is bigger than  $r_{table}$  ( $0.922 > 0.361$ ). It means the questionnaire is reliable.

c. Descriptive Analysis

The researcher distributed the questionnaire to the respondents of the tenth grade of MA Darul Ulum Semarang. The score of the questionnaire was listed by summing up the result of the students' answers. For the score of the students' listening habit of English songs, see the appendix 11. The

figure below is the illustration of the students' listening habit of English songs data:



**Figure 4.1**  
**Histogram of the Result of Students' Listening Habit of English Songs**

The figure showed that from 51 respondents who answer the questionnaire, 4 students got the score in 44-48, 1 student got a score in the range of 49-53, 6 students got the score in the field of 54-58, 8 students got the score in the range of 59-63, 15 students got the score in the range of 64-68, 10 students got the score in the field of 69-73, 5 students got the score in the range of 74-78, 1 student got the score in the range of 79-83, and 1 student got the score in the field of 89-93. For detail table of the frequency distribution of students' listening habit of English, songs can be seen in appendix 13.

Moreover, the descriptive statistics of students' listening habit of English songs data is described more detail in the following table:

**Table 4.3**  
**The Descriptive Statistics of Students' Listening Habit of English Songs**

Statistics		
<b>N</b>	Valid	51
	Missing	0
<b>Mean</b>		64,88
<b>Std. Error of Mean</b>		1,227
<b>Median</b>		66,00
<b>Mode</b>		71
<b>Std. Deviation</b>		8,765
<b>Range</b>		43
<b>Minimum</b>		46
<b>Maximum</b>		89

Determining the category of students' listening habit of English songs as follows:

$$M + 1.5 (SD) = 64.88 + 1.5 (8.765) = 78.03 = 78$$

$$M + 0.5 (SD) = 64.88 + 0.5 (8.765) = 69.26 = 69$$

$$M - 0.5 (SD) = 64.88 - 0.5 (8.765) = 60.50 = 61$$

$$M - 1.5 (SD) = 64.88 - 1.5 (8.765) = 51.73 = 51$$

**Table 4.4**  
**Category of Student's Listening Habit of English Songs**

<b>Interval</b>	<b>Category</b>
78 – above	Very High
69 – 77	High
61 – 65	Medium
51 – 60	Low
Less than 51	Very Low

The mean of the students' listening habit of English score was 64.88. Based on the table above, 64.88 is in the medium category, which is in the interval 61-65.

## **2. Students' Reading Comprehension Ability of Narrative Text**

### **a. Validity test**

For the validity test of the reading comprehension test, all of the questions tested valid. So, the researcher used all of the 15 questions. The detail table of the students' scores and the validity test of the reading test are attached in Appendix 7.

### **b. Reliability Test**

**Table 4.5**  
**The Reliability Test of Reading Comprehension Test**

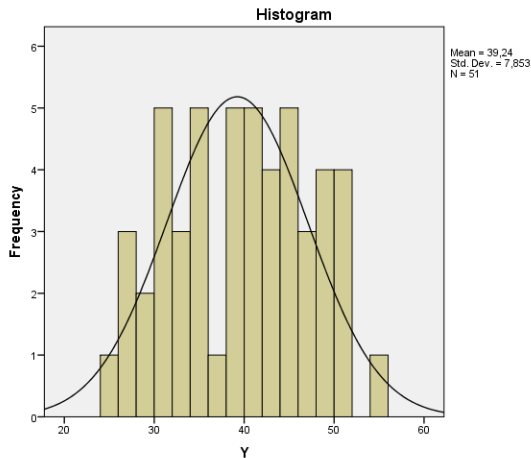
Cronbach's Alpha	N of Items
,845	15



The computation showed that the coefficient reliability of reading comprehension test was 0.845. It can be concluded that the value of coefficient reliability is bigger than  $r_{table}$  ( $0.845 > 0.361$ ), which means that the reading comprehension test is reliable.

### c. Descriptive Analysis

The data was acquired by holding a test and examining the answers. For the score of the students, see the appendix 12. The figure below is the illustration of the students' reading comprehension ability of narrative text data:



**Figure 4.2**  
**Histogram of the Result of Students' Reading Comprehension Ability of Narrative Text**

The figure above showed that from 51 students who participated in the test, the students who got a score in the

range of 24-25 was one student, 26-27 was three students, 28-29 was two students, 30-31 was five students, 32-33 was three students, 34-35 was five students, 36-37 was one student, 38-39 was five students, 40-41 was five students, 42-43 was four students, 44-45 was five students, 46-47 was three students, 48-49 was four students, 50-51 was four students, and 54-55 was one student. For the detail table of the frequency distribution of the students' reading comprehension ability of narrative text, see appendix 14.

The descriptive statistics of students' reading comprehension ability of narrative text data was described in the following table:

**Table 4.6**  
**The Descriptive Statistics of Students' Reading Comprehension Ability of Narrative Text**

Statistics		
<b>N</b>	Valid	51
	Missing	0
<b>Mean</b>		39,24
<b>Std. Error of Mean</b>		1,100
<b>Median</b>		40,00
<b>Mode</b>		30 <sup>a</sup>
<b>Std. Deviation</b>		7,853
<b>Range</b>		30
<b>Minimum</b>		25

<b>Maximum</b> <b>a. Multiple modes exist. The</b> <b>smallest value is shown</b>	55
---	----

Determining the category of students' reading comprehension ability of narrative text as follows:

$$M + 1.5 (SD) = 39.24 + 1.5 (7.853) = 51.02 = 51$$

$$M + 0.5 (SD) = 39.24 + 0.5 (7.853) = 43.17 = 43$$

$$M - 0.5 (SD) = 39.24 - 0.5 (7.853) = 35.31 = 35$$

$$M - 1.5 (SD) = 39.24 - 1.5 (7.853) = 27.46 = 27$$

**Table 4.7**  
**Category of Student's Reading Comprehension Ability of**  
**Narrative Text**

<b>Interval</b>	<b>Category</b>
51 – above	Very High
43 – 50	High
35 – 42	Medium
27 – 34	Low
Less than 27	Very Low

The mean of students' reading comprehension ability of narrative text score was 39.24. Based on the table, 39.24 is in the interval 35-42, which is in the medium category.

### 3. The Influence of Students' Listening Habit of English Songs toward Students' Reading Comprehension Ability of Narrative Text

#### a. Pre-requirement Analysis

The first test of pre-requirement analysis is the normality test. The data used in the normality test was the residual value of the two variables. The result of the normality test as follows:

**Table 4.8**  
**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		51
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	5,95673690
Most Extreme Differences	Absolute	,076
	Positive	,076
	Negative	-,053
Test Statistic		,076
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The table showed that the score of significance was 0.200. The score of significance was bigger than 0.05 (0.200 > 0.05). It means that the data is normally distributed.

After the data tested as a normal distribution, the next step was to examine the linearity. The result of the SPSS output of the linearity test as follows:

**Table 4.9**  
**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension	Between Groups	(Combined)	1948,143	24	81,173	1,859	,063
Ability of Narrative Text *		Linearity	1309,041	1	1309,041	29,986	,000
Listening Habit of English Songs		Deviation from Linearity	639,102	23	27,787	,637	,861
Within Groups			1135,033	26	43,655		
Total			3083,176	50			

From the table above, the value of Sig. deviation from linearity = 0.861 and it is higher than  $\alpha$  ( $0.861 > 0.05$ ). It means that there is a linear correlation between the listening habit of English song and Reading comprehension ability of Narrative text. After the data passed the normality and linearity test, the data was continued to be analyzed for hypothesis analysis.

## b. Hypothesis Analysis

The first step of the hypothesis analysis is to test the correlation between variables. The result of the correlation coefficient between the predictor (X) and criteria (Y) can be seen in the following table:

**Table 4.10**  
**Correlations**

		Listening Habit of English Songs	Reading Comprehension Ability of Narrative Text
Listening Habit of English Songs	Pearson Correlation Sig. (2-tailed)	1	,652** ,000
	N	51	51
Reading Comprehension Ability of Narrative Text	Pearson Correlation Sig. (2-tailed)	,652** ,000	1
	N	51	51

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The table showed that the correlation coefficient  $r_{xy}$  was 0.652. The value of  $r_{xy}$  consulted with Pearson's product-moment table ( $r_{table}$ ) with a significance level of 5%.  $R_{table}$  for  $N=51$  with a significance level of 5% is 0.276. It showed that  $0.652 > 0.276$  and if  $r_{xy} > r_{table}$ , it means that there is a significant correlation between variable X and variable Y, which X is students' listening habit of English songs and Y is students' reading comprehension ability of narrative text.

Then, the researcher interpreted the category of the coefficient correlation based on table 3.4. The result of the coefficient correlation between students' listening habit of English songs and students' reading comprehension ability of narrative text is 0.652, which is in the strong category. A stronger correlation of the independent variable with the dependent variable will allow for a better understanding or prediction of the change in the dependent variable.<sup>65</sup> It means that a strong correlation between the prediction (independent) variable and the response (dependent) variable leads to a good model of regression. The data of this research showed that the correlation between the two variables is strong, which means the research can be continued to the regression analysis. The result of the regression analysis can be seen in the following table:

**Table 4.11**  
**Regression Analysis**

<b>Coefficients <sup>a</sup></b>					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	1,359	6,355		,214
					,832

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<sup>65</sup> Jacquelyn Cuneen and David A. Tobar, *Sport Industry Research and Analysis: An Approach to Informed Decision Making* (New York: Routledge, 2017), p. 149.

	Listening Habit of English Songs	,584	,097	,652	6,013	,000
a. Dependent Variable: Reading Comprehension Ability of Narrative Text						

### 1. Finding the regression equation

Table 4.11 showed that the value of  $a$  (constant) was 1.359, and the value of  $b$  (coefficient regression) was 0.584. The regression equation can be written as follow:

$$\hat{Y} = a + bX$$

$$\hat{Y} = 1.359 + 0.584X$$

From the equation above, it can be interpreted that for every increasing 1 in students' listening habit of English songs, the value of students' reading comprehension ability of narrative text change by an amount of 0.584. It also can be concluded that the regression direction is positive because the value of coefficient regression is positive.

### 2. Variant analysis of regression line

**Table 4.12**  
**ANOVA <sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1309,041	1	1309,041	36,155	,000 <sup>b</sup>



Residual	1774,136	49	36,207		
Total	3083,176	50			

a. Dependent Variable: Reading Comprehension Ability of Narrative Text

b. Predictors: (Constant), Listening Habit of English Songs

The value of F is 36.155, and the Sig. is 0.00. The value of Sig. is lower than 0.05 ( $0.00 < 0.05$ ) and it means that there is a significant influence of students' listening habit of English songs toward students' reading comprehension ability of narrative text.

### 3. Finding the significance by using t-test

On the table 4.11, the value of t was 6.013 and  $df = n-k-1 = 51-1-1 = 49$  ( $t_{table} = 2.0096$ ). It means that  $t_{count}$  is higher than  $t_{table}$  ( $6,013 > 2.0096$ ) and  $H_a$  is accepted, and  $H_0$  is rejected. It also can be seen in the value of Sig. and it is 0.000 which is lower than  $\alpha$  ( $0.000 < 0.05$ ). It means that  $H_0$  is rejected and  $H_a$  is accepted. It means that students' listening habit of English songs is significant in influencing students' reading comprehension ability of narrative text. The significant influence of the result means the hypothesis used and proven in the sample can be applied to the population. It can be concluded that the students' listening habit of English songs influences the students' reading comprehension ability of Narrative text at the tenth grade of MA Darul Ulum Semarang.

c. Contribution of Variable X on Variable Y

The contribution of variable X on variable Y can be known by finding the coefficient of determination ( $r^2$ ). In the SPSS output, the coefficient determination can be found in the model summary table of regression analysis.

**Table 4.13**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,652 <sup>a</sup>	,425	,413	6,017

a. Predictors: (Constant), Listening Habit of English Songs

The value of the coefficient determination based on the table was 0.425. The value means that the influence of students' listening habit of English songs toward students' reading comprehension ability of narrative text is 42.5%, and other factors influence 57.5% (100% - 42.5%) of students' reading comprehension ability of narrative text.

## **B. Discussion**

This research was conducted based on the reason that many students still have difficulties in comprehending the text they read, whereas they always face many kinds of the written text in their English learning process. Many possible aspects might influence the students reading comprehension ability. Tiffany Hogan states that listening comprehension became a dominating influence on students'

reading comprehension ability.<sup>66</sup> It is supported by Clarke, who said that the students with reading comprehension difficulties shown problems in listening comprehension, vocabulary, and oral expression.<sup>67</sup> It means that the activity of listening can give a contribution to increasing reading comprehension ability.

Reading comprehension ability is the quality or state of being able to understand the information of the text that has read. Florit states that reading comprehension is a complex process in which textual contents are organized and integrated with previously world knowledge to build the meaning of the text.<sup>68</sup> It means that an interactive process occurs between the reader and the text in reading comprehension, which makes use of background knowledge, experience, and strategies of the reader to understand the text.

Listening plays a crucial role in learning a new language because language acquisition is achieved mainly through listening.<sup>69</sup> The information that the students got through listening, such as

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<sup>66</sup> Hogan, Adlof, and Alonzo, p. 200.

<sup>67</sup> Clarke and others, p. 1106.

<sup>68</sup> Elena Florit, Maja Roch, and M. Chiara Levorato, 'The Relationship between Listening Comprehension of Text and Sentences in Preschoolers: Specific or Mediated by Lower and Higher Level Components?', *Applied Psycholinguistics*, 34.2 (2013), 395–415 (p. 395).

<sup>69</sup> Arafat Hamouda, 'An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom', *International Journal of Academic Research in Progressive Education and Development*, 2.2 (2013), 113–55 (p. 113)

vocabulary, grammatical knowledge, and sentence structure will be kept on the brain. When they read a text, the brain will work to find some relevant information that has been saved to construct the meaning. So, this research focused on the influence of students' listening habit of English songs toward their reading comprehension ability of Narrative text.

The population of this research is the tenth grade of MA Darul Ulum Semarang in the academic year of 2019/2020, which consists of 2 classes. The students' number is 51 students, and it is fewer than 100, so the researcher took all the members of the population as the sample. This research used two instruments. They were a questionnaire and test. Before giving the instruments to the sample, the first step was testing the instruments to check the validity and reliability. After the instruments clarified as valid and reliable, the instruments were given to the sample.

**1. How is the students' listening habit of English songs at the tenth grade of MA Darul Ulum Semarang in the academic year of 2019/2020?**

In answer to the first research question, the result of the questionnaire scores showed that the mean of the students' scores is 64.88, and it was in the "medium" category. It means that the students' listening habit of English songs at the tenth grade of MA Darul Ulum Semarang is in the medium level. Some students had a good habit of listening to English songs, while the other did

not. Some of them did not listening to English songs in their daily activities as many as the other students because they cannot understand the meaning of the songs.

**2. How is the students' ability in reading comprehension of Narrative text at the tenth grade of MA Darul Ulum Semarang in the academic year of 2019/2020?**

In answer to the second research question, the result of the reading comprehension test scores showed that the mean of the students' scores is 39.24, and it was in the "medium" category. It means that the students' reading comprehension ability of narrative text at the tenth grade of MA Darul Ulum Semarang is in medium level. Based on the result of the reading comprehension test, the students still have difficulties in answering questions in the level of inference and critical comprehension of Narrative text. But, some of them could answer the questions well.

**3. Is there any influence of students' listening habit of English songs toward students' reading comprehension ability of Narrative text at the tenth grade of MA Darul Ulum Semarang in the academic year of 2019/2020?**

In answer to the third research question, regression analysis was used to find the influence. Before doing the regression analysis, the data should pass the pre-requirement analysis; they were normality and linearity test. For the normality

test, the researcher used the Kolmogorov-Smirnov test. The significance score of normality is 0.200, which means that the significance score is higher than  $\alpha$  (0.05). It can be concluded that the data is normally distributed. The result of the linearity test also showed that the data is linear with a significant 0.861 (0.861 > 0.05).

In the hypothesis analysis, the correlation coefficient of the two variables is 0.652, and the  $r_{table}$  is 0.276, with a significance level of 5%. The value of the coefficient correlation is higher than the  $r_{table}$ , which means that there is a significant correlation between the students' listening habit of English songs and students' reading comprehension ability of narrative text. The value of the coefficient correlation also indicated that the correlation is strong. The regression equation of the data is  $\hat{Y} = 1.359 + 0.584X$ . It means that every change one score of the students' listening habit of English songs, the score of the students' reading comprehension ability of narrative text will increase 0.584, and the regression direction is positive. In the hypothesis analysis, the significant value is 0.000. It is lower than 0.05 which means  $H_a$  is accepted, while  $H_o$  is rejected. So, there is a significant influence of the students' listening habit of English songs toward students' reading comprehension ability of narrative text. The significant influence of the result means that the hypothesis proven in the sample can be applied to the

population. It can be concluded that there is an influence of students' listening habit of English songs toward students' reading comprehension ability of Narrative text at the tenth grade of MA Darul Ulum Semarang in the academic year of 2019/2020. The result of  $r$  square in this research is 0.425, which means that the contribution of the students' listening habit of English songs toward students' reading comprehension ability of Narrative text is 42.50 %.

By listening to English songs, the students got more knowledge about English, such as vocabulary and it can be a foundation for students in helping them to be easier to comprehend what they are reading. As Pavia, Webb, and Faes stated that the students could incidentally learn L2 vocabulary through listening to songs. They added that repeated listening to songs has a positive effect on learning different aspects of vocabulary knowledge.<sup>70</sup> The more students listen to English songs, the better and more vocabularies they learned and got, and it will lead them to have a better ability in comprehending a text. It is not only for their listening comprehension but also for their reading comprehension. The result of this research showed that the students' listening habit, which will increase their ability in

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<sup>70</sup> Niousha Pavia, Stuart Webb, and Farahnaz Faes, 'Incidental Vocabulary Learning through Listening to Song', *Studies in Second Language Acquisition*, 2019, pp. 17–19.

listening comprehension, has a positive and significant influence on their reading comprehension ability.

### **C. Limitation of the Study**

The researcher realized that this research was not conducted perfectly. There were constraints and obstacles faced during the research process. Some limitations of this research are:

1. This research was limited to the students of MA Darul Ulum Semarang in the academic year of 2019/2020. It is possible to get different results when the same research would be held in other schools.
2. In collecting the data, the researcher only used questionnaire and test. The test of reading comprehension ability was narrative text, and there were many types of narrative text, but in this research, the researcher only used some of them. It is possible to get different results of the students' reading comprehension ability on other occasions because of the different types of text.

Because of the limitation, it was needed to do more research about the influence of students' listening habit of English songs on students' reading comprehension ability.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The research conclusion is presented according to the data which has been analyzed in the previous chapter. From all the data analysis about the influence of students' listening habit or English songs toward students' reading comprehension ability of Narrative text which was conducted at the tenth grade of MA Darul Ulum Semarang in the academic year of 2019/2020, it can be concluded that:

1. After calculating the data of the questionnaire, the result showed that the quality of the students' listening habit of English songs based on the category table was in the medium category with the mean is 64.88.
2. The result of the test showed that the category of the students' reading comprehension ability of Narrative text based on the category table is medium with the mean of the score is 39.24.
3. In hypothesis testing, the result showed that the value of  $t_{count}$  is higher than  $t_{table}$  ( $6.013 > 2.0096$ ). It can be concluded that there is a positive and significant influence of students' listening habit of English songs toward students' reading comprehension ability of Narrative text. The significant influence of the result means

that the hypothesis proved in the sample can be applied to the population. It means that there is a positive and significant influence of the students' listening habit of English songs toward their reading comprehension ability of Narrative text at the tenth grade of MA Darul Ulum Semarang and the contribution of it is 42,5%.

## **B. Suggestions**

### **1. For Teacher**

The teacher should encourage students to listen more and build their habit to expose them with English words. The teachers should apply English songs in their teaching and learning activity, so the students will be more motivated to learn English.

### **2. For Students**

The students should be more habitually listen to English songs or other audio sources to be more familiar with English words. Paying more attention to what the students have listened to can help them to get more input and intake which will give a foundation to increase the language ability (in listening, speaking, reading, and writing).

### **3. For Other Researcher**

For further research, this research can be a stepping stone in doing research related to this research.

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*Appendix 1*

The Blueprint of Listening Habit Questionnaire (Try Out)

Variable	Indicator	Item Number		Total Item
		Positive	Negative	
Listening habit of English songs	Repetitive action	1,2,3,4,5	6,7,8	8
	Attention	9,10,11,12,13,14	15,16,17	9
	Getting the meaning	18,19,20,21,22	23,24,25	8
Total				25



## Appendix 2

### Questionnaire of Listening Habit of English Songs (Try Out)

#### LISTENING HABIT OF ENGLISH SONGS QUESTIONNAIRE

Nama :

Kelas :

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#### **Petunjuk Pengerjaan :**

- Bacalah tiap-tiap pernyataan dengan baik.
  - Pilihlah jawaban sesuai dengan kebiasaan anda dengan memberi tanda silang (X).
  - Isilah dengan jujur dan jangan ada yang terlewatkan.
1. Saya biasa mendengarkan lagu-lagu berbahasa Inggris.  
a. Sangat Setuju    b. Setuju    c. Tidak setuju    d. Sangat tidak setuju
  2. Saya meluangkan waktu mendengarkan lagu-lagu berbahasa Inggris untuk belajar.  
a. Sangat Setuju    b. Setuju    c. Tidak setuju    d. Sangat tidak setuju
  3. Saya mendengarkan lagu berbahasa Inggris secara berulang-ulang untuk memotivasi diri.  
a. Sangat Setuju    b. Setuju    c. Tidak setuju    d. Sangat tidak setuju
  4. Setiap waktu luang saya mendengarkan lagu-lagu berbahasa Inggris yang saya sukai.  
a. Sangat Setuju    b. Setuju    c. Tidak setuju    d. Sangat tidak setuju
  5. Sebelum saya melakukan aktifitas, saya mendengarkan lagu berbahasa Inggris terlebih dahulu.  
a. Sangat Setuju    b. Setuju    c. Tidak setuju    d. Sangat tidak setuju
  6. Saya tidak betah berlama-lama mendengarkan lagu-lagu berbahasa Inggris.  
a. Sangat tidak setuju    b. Tidak setuju    c. Setuju    d. Sangat setuju

7. Saya tidak biasa mendengarkan lagu-lagu berbahasa Inggris karena saya tidak mengetahui artinya.  
a. Sangat tidak setuju    b. Tidak setuju    c. Setuju    d. Sangat setuju
8. Saya tidak mempunyai waktu untuk mendengarkan lagu berbahasa Inggris dalam aktifitas keseharian saya.  
a. Sangat tidak setuju    b. Tidak setuju    c. Setuju    d. Sangat setuju
9. Selain mendengarkan, saya juga menyanyikan lagu berbahasa Inggris untuk melatih pengucapan/pelafalan kata dalam bahasa Inggris.  
a. Sangat Setuju    b. Setuju    c. Tidak setuju    d. Sangat tidak setuju
10. Saya mendengarkan lagu-lagu populer bahasa Inggris untuk melatih kemampuan mendengarkan dan menyimak saya dalam berbahasa Inggris.  
a. Sangat Setuju    b. Setuju    c. Tidak setuju    d. Sangat tidak setuju
11. Saya mendengarkan lagu berbahasa Inggris untuk membantu saya dalam menghapuskan dan mengingat kosa kata baru dalam bahasa Inggris.  
a. Sangat Setuju    b. Setuju    c. Tidak setuju    d. Sangat tidak setuju
12. Lagu-lagu berbahasa Inggris membuat saya tertarik untuk mendengarkan karena lirik dan musiknya yang bagus.  
a. Sangat Setuju    b. Setuju    c. Tidak setuju    d. Sangat tidak setuju
13. Saya menulis lirik lagu berbahasa Inggris yang saya dengarkan.  
a. Sangat Setuju    b. Setuju    c. Tidak setuju    d. Sangat tidak setuju
14. Saya melihat lirik dan memperhatikan makna dan arti setiap mendengarkan lagu berbahasa Inggris.  
a. Sangat Setuju    b. Setuju    c. Tidak setuju    d. Sangat tidak setuju
15. Ketika saya mendengarkan lagu-lagu berbahasa Inggris, saya hanya menikmati musiknya tanpa peduli lirik lagu tersebut.  
a. Sangat tidak setuju    b. Tidak setuju    c. Setuju    d. Sangat setuju
16. Saya tidak bisa belajar bahasa Inggris melalui lagu-lagu berbahasa Inggris.  
a. Sangat tidak setuju    b. Tidak setuju    c. Setuju    d. Sangat setuju

17. Saya tidak melihat lirik dan tidak memperhatikan makna/arti setiap mendengarkan lagu berbahasa Inggris.  
a. Sangat tidak setuju   b. Tidak setuju   c. Setuju   d. Sangat setuju
18. Saya membaca dan memahami lirik lagu bahasa Inggris untuk membantu saya memahami isi lagu tersebut.  
a. Sangat Setuju   b. Setuju   c. Tidak setuju   d. Sangat tidak setuju
19. Jika ada kata/kalimat didalam lagu berbahasa Inggris yang tidak saya pahami, saya menterjemahkan kata/kalimat tersebut dengan bantuan kamus.  
a. Sangat Setuju   b. Setuju   c. Tidak setuju   d. Sangat tidak setuju
20. Saya dapat memahami arti dari ungkapan bahasa Inggris yang diucapkan oleh penyanyi dari lagu-lagu berbahasa Inggris..  
a. Sangat Setuju   b. Setuju   c. Tidak setuju   d. Sangat tidak setuju
21. Banyak mendengarkan lagu berbahasa Inggris membantu saya dalam mengetahui arti kata/kalimat dalam bahasa Inggris dengan mudah.  
a. Sangat Setuju   b. Setuju   c. Tidak setuju   d. Sangat tidak setuju
22. Meskipun saya sering mendengarkan lagu-lagu berbahasa Inggris, saya tetap saja tidak bisa memahami/mengetahui liriknya.  
a. Sangat tidak setuju   b. Tidak setuju   c. Setuju   d. Sangat setuju
23. Saya tidak bisa menikmati lagu-lagu berbahasa Inggris karena saya tidak mengetahui maksud artinya.  
a. Sangat tidak setuju   b. Tidak setuju   c. Setuju   d. Sangat setuju
24. Saya tidak dapat memahami arti dari ungkapan bahasa Inggris yang diucapkan oleh penyanyi dari lagu-lagu berbahasa Inggris.  
a. Sangat tidak setuju   b. Tidak setuju   c. Setuju   d. Sangat setuju
25. Bagi saya, tidaklah penting untuk mengetahui arti dari lagu-lagu berbahasa Inggris.  
a. Sangat tidak setuju   b. Tidak setuju   c. Setuju   d. Sangat setuju

### *Appendix 3*

#### The Respondents List of Try Out Test Instruments

<b>No</b>	<b>Code</b>	<b>Name</b>	<b>No</b>	<b>Code</b>	<b>Name</b>
1	TO-01	Agnes Listiana Dewi	16	TO-16	Purniawan
2	TO-02	M. Yusuf Ilhami	17	TO-17	M. Ary Okfandy
3	TO-03	Adhea Ridho	18	TO-18	Citra Isma Hidayah
4	TO-04	Sayyidatur Rohmah	19	TO-19	Mayla Ananda Dwi A.
5	TO-05	Putri Maulidah	20	TO-20	M. Ilham Setiawan
6	TO-06	Khurotul Ainnur R.	21	TO-21	Nur Afita Sari
7	TO-07	Isfaidah Nur Anjani	22	TO-22	Nihayatul Khusni
8	TO-08	Amanda Galuh Ayu R	23	TO-23	Anugrah Wicaksono
9	TO-09	Ali Murtadho	24	TO-24	Muhamad Ridwan
10	TO-10	Latifatul Wafda	25	TO-25	Diah Merliana
11	TO-11	Abdullah Luk Lu'il M.	26	TO-26	Hamdi Pauzan
12	TO-12	Iwan Palas	27	TO-27	Ibnu Karim
13	TO-13	Diva Datul Ulum	28	TO-28	Sokha Nailul Muna
14	TO-14	Selamet Eryc Ardjanto	29	TO-29	Surya Adam Maulana
15	TO-15	Septiyani Salisatul K.	30	TO-30	Herliana Ayu Asrofah

# Appendix 4

## Validity Test of Listening Habit of English Songs Questionnaire

Code	Statement									
	1	2	3	4	5	6	7	8	9	10
TO-01	3	4	4	4	2	3	2	3	4	4
TO-02	4	3	3	4	2	4	4	4	4	4
TO-03	3	4	3	4	4	3	3	3	4	3
TO-04	3	2	2	3	2	2	2	2	3	2
TO-05	4	3	3	3	2	3	3	2	3	3
TO-06	3	4	3	3	2	4	3	2	4	3
TO-07	3	3	3	3	3	3	3	3	3	3
TO-08	4	4	4	4	3	3	3	4	4	4
TO-09	3	4	4	3	3	4	3	4	3	3
TO-10	4	3	3	3	3	4	3	2	1	3
TO-11	3	2	2	2	2	3	2	2	2	2
TO-12	3	2	3	4	3	3	2	2	3	3
TO-13	4	3	4	4	2	4	4	3	3	3
TO-14	2	1	3	3	1	3	3	3	3	3
TO-15	3	3	3	3	3	3	2	3	2	4
TO-16	3	2	2	3	2	2	3	3	3	3
TO-17	3	2	2	2	2	3	2	3	2	2
TO-18	3	2	3	3	3	3	3	3	3	3
TO-19	3	2	2	2	3	3	2	3	3	3
TO-20	3	3	3	4	3	3	3	2	3	3
TO-21	3	4	4	4	3	3	3	4	4	4
TO-22	3	4	3	4	3	2	1	3	3	4
TO-23	3	3	2	4	2	2	1	2	2	1
TO-24	4	4	4	4	4	4	4	4	4	4
TO-25	4	2	3	4	3	3	3	3	3	3

Code	Statement									
	1	2	3	4	5	6	7	8	9	10
TO-26	4	4	4	3	3	3	3	3	3	3
TO-27	3	3	3	3	2	3	3	3	3	1
TO-28	3	3	3	3	3	3	3	3	3	1
TO-29	2	2	2	2	2	3	3	3	2	2
TO-30	4	4	4	4	3	2	2	3	4	3
<i>r table</i> 5%	0.361									
<i>r value</i>	0.492	0.637	0.763	0.514	0.514	0.516	0.610	0.654	0.737	0.637
Criteria	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid

Code	Statement									
	11	12	13	14	15	16	17	18	19	20
TO-01	4	3	3	4	2	3	3	4	3	4
TO-02	4	4	1	4	3	4	4	4	4	4
TO-03	2	4	2	3	3	3	2	4	4	4
TO-04	2	2	3	3	2	3	3	3	4	2
TO-05	3	3	2	3	2	3	2	3	3	2
TO-06	4	4	3	4	3	3	4	4	3	2
TO-07	4	3	2	3	3	3	3	3	3	2
TO-08	4	3	3	2	2	3	3	4	4	3
TO-09	4	4	2	3	4	4	3	2	2	4
TO-10	1	1	3	4	3	3	2	3	1	3
TO-11	2	2	2	2	2	3	3	2	3	2
TO-12	3	3	2	3	2	3	2	3	3	3
TO-13	3	3	2	4	3	3	3	4	3	2
TO-14	2	2	1	2	2	3	2	2	2	2
TO-15	3	4	3	3	2	3	2	3	2	2

Code	Statement									
	11	12	13	14	15	16	17	18	19	20
TO-16	3	2	2	2	2	3	3	2	1	2
TO-17	3	3	2	2	2	2	2	3	3	3
TO-18	3	3	3	3	4	3	3	3	3	2
TO-19	3	3	2	2	2	3	2	3	3	3
TO-20	3	3	3	3	2	3	3	3	3	3
TO-21	4	4	3	4	4	3	4	4	4	3
TO-22	2	3	2	4	2	3	1	4	3	4
TO-23	2	3	2	2	1	3	1	2	1	2
TO-24	4	3	4	4	3	4	4	4	4	4
TO-25	3	3	3	2	2	3	3	4	3	3
TO-26	3	3	3	4	1	3	3	3	4	3
TO-27	3	3	3	4	4	3	3	4	3	3
TO-28	2	2	3	2	2	3	2	3	2	3
TO-29	2	2	2	2	3	3	3	2	3	2
TO-30	3	3	3	4	3	3	4	3	3	2
<b>r table 5%</b>	0.361									
<b>r value</b>	0.713	0.612	0.358	0.615	0.520	0.530	0.664	0.709	0.630	0.531
<b>Criteria</b>	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Valid

Code	Statement					Total
	21	22	23	24	25	
TO-01	3	1	1	2	3	76
TO-02	4	3	4	4	3	90
TO-03	3	3	4	4	3	82
TO-04	1	3	2	4	1	61
TO-05	3	3	3	3	3	70

Code	Statement					Total
	21	22	23	24	25	
TO-06	3	3	3	3	3	80
TO-07	3	3	3	3	4	75
TO-08	3	3	3	3	3	83
TO-09	3	4	1	3	4	81
TO-10	4	2	3	1	2	65
TO-11	2	2	2	2	3	56
TO-12	2	3	3	3	3	69
TO-13	2	3	3	3	3	78
TO-14	3	3	3	3	3	60
TO-15	3	3	3	2	2	69
TO-16	2	3	3	3	3	62
TO-17	2	3	3	3	3	62
TO-18	3	3	3	3	3	74
TO-19	4	2	3	2	4	67
TO-20	3	3	3	3	3	74
TO-21	4	4	4	3	4	92
TO-22	3	2	2	1	3	69
TO-23	2	1	1	1	2	48
TO-24	4	4	4	4	4	98
TO-25	3	3	3	4	4	77
TO-26	4	3	3	3	3	79
TO-27	3	3	3	3	3	75
TO-28	2	3	2	3	2	64
TO-29	2	3	3	3	3	61
TO-30	3	3	2	3	3	78
<b>r table 5%</b>	0.361					
<b>r value</b>	0.640	0.574	0.503	0.519	0.549	
<b>Criteria</b>	Valid	Valid	Valid	Valid	Valid	



## *Appendix 5*

### The Blueprint of Reading Comprehension Test

<b>Variable</b>	<b>Indicators</b>	<b>Number of Items</b>	<b>Total</b>
Reading Comprehension Ability of Narrative Text	1. Determining the main idea	1,8	2
	2. Finding the specific information or part of the text	2,3,4,9,10,14	6
	3. Finding reference	5,12	2
	4. Finding inference	7,11,15	3
	5. Understanding vocabulary	6,13	2
<b>Total</b>			<b>15</b>

## *Appendix 6*

### Reading Comprehension Test of Narrative Text

#### **READING COMPREHENSION TEST**

##### **Information about the test:**

1. This reading comprehension test is made to complete research, as one of the requirements for S1 of English Education.
2. The information that is obtained from this test is the basis to analyze the students' reading comprehension ability.
3. The answers and your identities are classified in the best possible way.

##### **Filling test instruction:**

1. Have prayer before you start the test.
2. This test consists of passage and questions, read each of them carefully.
3. Write your answers on the answer sheet.

#### **Question 1-7**

##### **Kyai Jegod**

Once upon a time, there was a king who ruled Mataram Kingdom. His name is Amangkurat IV. He was the grandfather of Sultan. He often meditated in a nearby forest, called Garjitawati.

One day, when a gardener was gathering grass for his cattle in the forest, he looked for some water because it was so hot. He found a small pond and when he was going to drink some water from it, a dragon came out of the under-water, but it was so friendly to him. The dragon said that if Sultan wanted to build his palace, it was supposed to be located in that forest. Then it disappeared.

Then Sultan started to build the palace in that forest. He demanded strong and old woods and the forest where those woods lied was said to be home of genies and spirit. His lumberjacks could not find anything to eat and the only thing they could have were some rice and water for three days, or sometimes they could not have anything.

Then Sultan ordered that the main pole in the palace's hall had to be built from special wood, which would give strong impression. One night, a servant who was sleeping in the forest heard loud and deep voice. The voice introduced itself as Kyai Jegod. The servant saw that Kyai Jegod was an old, tall, and massive tree. He said that he would voluntarily let himself be cut to make the main pole so that he could stay inside it forever.

The servant told it to Sultan and Sultan let Kyai Jegod stay inside it forever, while Kyai Jegod became the protector of that palace since that.

**Taken from: Joko Priyana, Virga Renitasari, and Arnys Rahayu Irjayanti, 2008, *Interlanguage: English for Senior High School Students X*, p. 81**

### **Answer the questions below!**

1. What does the text talk about?
2. Who was Sultan?
3. What kind of woods did Sultan want to build his palace with?
4. Who was Kyai Jegod? What did it look like?
5. "The servant told *it* to Sultan and Sultan let Kyai Jegod stay inside *it* forever."  
(paragraph 5, line 1)  
What do the words **it** refer to?
6. "but it was so friendly..." (paragraph 2, line 4)  
What is the antonym of the underlined word?
7. At the end of the story, Sultan let Kyai Jegod be the main pole and stay inside it forever. Why did Sultan do that?

### **Question 8-15**

#### **The Fortune Teller**

In the great city of Taipei, there lived a man called Lin and his wife. They had no children. Because of this, they were very unhappy. One day, they found a baby boy outside their door. He was wrapped in a blanket and crying. They took the baby into their house and called him Sau Ling. They loved him very much.

When Sau Ling was a young man, a fortune-teller came to the house. "You must send your son away," he said. "One day he will become a thief and cause you a lot of trouble."

Mr. and Mrs. Lin were very sad to hear this. They believed what the fortune-teller said. They gave Sau Ling some clothes and money and sent him away.

Several years later, Sau Ling was having a meal in an inn several miles from Taipei. He put his bag on the floor near his table. After finishing his meal, he picked up his bag. "That's strange!" he thought, "It feels so heavy." He looked inside. It was full of small gold bars. Then he realized that someone had taken his bag by mistake and left another bag, in its place.

That evening, a young man came to the inn, "Has anyone seen my bag?" he asked. Sau Ling was very honest. He returned the bag to him. The young man thanked him. "You are really very honest," he said, "I shall ask my father to give you a job." The young man's father was a rich merchant. He gave Sau Ling a good job. "But go home first," he said, "and take a holiday." Sau Ling returned to Taipei. Mr. and Mrs. Lin were delighted to see him again. The fortune-teller did not know what to say. He left the house without saying a word. Mr. and Mrs. Lin never believed in fortune-teller after that. Sau Ling took them to live with him and they were happy and contented until the end of their lives.

**Taken from: Ahmad Doddy, Ahmad Sugeng, and Effendi, 2008, *Developing English Competencies for Grade X*, p. 40-41**

**Answer the questions below!**

8. What does the text tell about?
9. Who was Sau Ling? Where did he live?
10. What did the fortune-teller tell about Sau Ling?
11. How did Sau Ling feel when Mr. and Mrs. Lin sent him away?
12. "***It*** feels so heavy". ***He*** looked inside. (paragraph 4, line 3)  
What do the words **it** and **He** refer to?
13. "Sau Ling was very honest." (paragraph 5, line 2)  
What is the antonym of the underlined word?
14. When Sau Ling returned to Taipei and met Mr. and Mrs. Lin, what did the fortune-teller do?
15. What lesson does this text teach?

## Appendix 7

### Validity Test of Reading Comprehension Ability Test

Code	Question									
	1	2	3	4	5	6	7	8	9	10
TO-01	3	4	4	4	4	4	4	2	4	3
TO-02	2	2	3	3	4	1	3	2	4	3
TO-03	2	1	4	1	2	3	2	2	2	2
TO-04	2	1	4	2	4	1	1	2	2	3
TO-05	3	2	3	2	4	2	1	3	3	2
TO-06	3	1	4	1	3	3	2	3	2	4
TO-07	2	3	3	2	2	3	3	2	3	3
TO-08	3	4	4	2	4	2	3	3	3	3
TO-09	2	3	3	1	4	2	3	3	3	4
TO-10	2	2	3	2	4	2	1	1	2	4
TO-11	2	2	2	2	2	1	2	2	3	3
TO-12	2	2	2	2	3	1	1	2	3	3
TO-13	3	4	4	4	4	2	3	2	4	4
TO-14	2	1	4	3	2	1	2	2	3	3
TO-15	2	2	4	2	3	1	2	2	3	3
TO-16	2	1	3	2	3	1	1	2	2	3
TO-17	2	2	4	3	2	2	3	2	2	2
TO-18	3	4	4	2	3	2	3	3	4	4
TO-19	2	4	4	4	4	1	3	3	4	4
TO-20	2	2	4	3	2	2	3	2	4	4
TO-21	4	4	4	4	4	3	2	4	4	3
TO-22	2	1	4	3	2	2	3	2	3	4
TO-23	2	1	3	4	2	1	3	2	3	4
TO-24	3	1	4	3	2	2	2	2	4	4
TO-25	2	2	4	3	4	4	3	2	4	4

Code	Question									
	1	2	3	4	5	6	7	8	9	10
TO-26	2	2	4	4	3	2	2	2	4	4
TO-27	2	4	4	4	3	1	3	3	4	4
TO-28	3	4	4	4	4	2	2	2	3	4
TO-29	2	1	2	1	2	1	2	2	3	4
TO-30	2	4	4	4	3	1	3	2	4	4
<b>r table</b> <b>5%</b>	0.361									
<b>r value</b>	0.457	0.775	0.583	0.640	0.456	0.420	0.652	0.379	0.716	0.499
<b>Criteria</b>	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid

Code	Statement					Total
	11	12	13	14	15	
TO-01	4	4	4	2	3	53
TO-02	4	2	2	4	2	41
TO-03	4	2	1	4	1	33
TO-04	3	2	1	3	1	32
TO-05	1	1	2	2	2	33
TO-06	2	4	3	4	3	42
TO-07	4	4	1	3	2	40
TO-08	3	4	2	3	3	46
TO-09	4	4	3	3	2	44
TO-10	4	4	1	3	2	37
TO-11	4	2	1	2	1	31
TO-12	3	4	2	2	1	33
TO-13	4	4	2	4	2	50
TO-14	4	4	1	2	1	35
TO-15	4	4	1	4	2	39

Code	Statement					Total
	11	12	13	14	15	
TO-16	3	2	1	3	1	30
TO-17	3	2	1	4	2	36
TO-18	4	4	2	4	2	48
TO-19	4	4	1	4	2	48
TO-20	4	4	1	3	2	42
TO-21	4	4	2	4	2	52
TO-22	4	4	1	4	2	41
TO-23	4	4	1	4	1	39
TO-24	4	4	2	2	2	41
TO-25	4	4	4	4	2	50
TO-26	4	4	4	4	2	47
TO-27	4	4	4	4	2	50
TO-28	4	4	4	4	2	50
TO-29	4	4	1	3	1	33
TO-30	4	4	4	4	3	50
<b>r table</b> 5%	0.361					
<b>r value</b>	0.376	0.608	0.700	0.450	0.701	
<b>Criteria</b>	Valid	Valid	Valid	Valid	Valid	

## *Appendix 8*

### The List of Research Sample

No	Code	Name	No	Code	Name
1	R-01	Desi Lestari	26	R-26	Risma Cahya M.
2	R-02	Adi Susilo	27	R-27	Indah Wulan Dewi
3	R-03	Mei Zakiyah	28	R-28	Aldi Prayogi
4	R-04	Siti Imatul Naibah	29	R-29	Novia Handayani
5	R-05	Esti Denaya Danur E.	30	R-30	M. Lukman Hakim
6	R-06	Dio Satrio Ika W.	31	R-31	Riska Amelia
7	R-07	Akas Setyo Rangga	32	R-32	M. Ardy Putra P.
8	R-08	Rosika Aristiana	33	R-33	RR. Devirsa S. A.
9	R-09	M. Hilmi Abdullah	34	R-34	Septia Putri
10	R-10	Veriyanto	35	R-35	Hana Nila Diana
11	R-11	Zahra Lutfiana E. L.	36	R-36	Ila Salsabila
12	R-12	Susandi	37	R-37	Shevi Nusla A. E.
13	R-13	Miftakhul Jannah	38	R-38	M. Sholichul Hadi
14	R-14	Nuraini	39	R-39	Fahreiza Alvin Nanda
15	R-15	M. Ulin Nuha	40	R-40	Dimas Arga Prasetya
16	R-16	Patikhin	41	R-41	Arfiyanti
17	R-17	Khusni Mubarak	42	R-42	Fatma Nihaya
18	R-18	Ika Iswatul Hawa	43	R-43	Ahmad Khoiru R.
19	R-19	Shafira Diva B.	44	R-44	Ibnu Zacky Alamsah
20	R-20	Wahyuni	45	R-45	Rima Argiyanti
21	R-21	Nur Khasanah	46	R-46	M. Ulil Albab



22	R-22	Muhammad Yahya	47	R-47	Risma Putri Setyo R.
23	R-23	M. Aditya Pradana	48	R-48	Dita Adelia Octaviani
24	R-24	Nurul Kavika	49	R-49	Yusuf Dian Saputra
25	R-25	Panji Zulfikar R. S.	50	R-50	Nora Muflida Azizah
			51	R-51	Zaini Reka M. A. A.

## Appendix 9

### The Blueprint of Listening Habit Questionnaire

Variable	Indicator	Item Number		Total Item
		Positive	Negative	
Listening habit of English songs	Repetitive action	1,2,3,4,5	6,7,8	8
	Attention	9,10,11,12,13	14,15,16	8
	Getting the meaning	17,18,19,20,21	22,23,24	8
<b>Total</b>				<b>24</b>

## *Appendix 10*

### Listening Habit of English Songs Questionnaire

#### **LISTENING HABIT OF ENGLISH SONGS QUESTIONNAIRE**

Nama :

Kelas :

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#### **Petunjuk Pengerjaan :**

- Bacalah tiap-tiap pernyataan dengan baik.
  - Pilihlah jawaban sesuai dengan kebiasaan anda dengan memberi tanda silang (X).
  - Isilah dengan jujur dan jangan ada yang terlewatkan.
1. Saya biasa mendengarkan lagu-lagu berbahasa Inggris.  
a. Sangat Setuju    b. Setuju    c. Tidak setuju    d. Sangat tidak setuju
  2. Saya meluangkan waktu mendengarkan lagu-lagu berbahasa Inggris untuk belajar.  
a. Sangat Setuju    b. Setuju    c. Tidak setuju    d. Sangat tidak setuju
  3. Saya mendengarkan lagu berbahasa Inggris secara berulang-ulang untuk memotivasi diri.  
a. Sangat Setuju    b. Setuju    c. Tidak setuju    d. Sangat tidak setuju
  4. Setiap waktu luang saya mendengarkan lagu-lagu berbahasa Inggris yang saya sukai.  
a. Sangat Setuju    b. Setuju    c. Tidak setuju    d. Sangat tidak setuju
  5. Sebelum saya melakukan aktifitas, saya mendengarkan lagu berbahasa Inggris terlebih dahulu.  
a. Sangat Setuju    b. Setuju    c. Tidak setuju    d. Sangat tidak setuju
  6. Saya tidak betah berlama-lama mendengarkan lagu-lagu berbahasa Inggris.  
a. Sangat tidak setuju    b. Tidak setuju    c. Setuju    d. Sangat setuju

7. Saya tidak biasa mendengarkan lagu-lagu berbahasa Inggris karena saya tidak mengetahui artinya.  
a. Sangat tidak setuju    b. Tidak setuju    c. Setuju    d. Sangat setuju
8. Saya tidak mempunyai waktu untuk mendengarkan lagu berbahasa Inggris dalam aktifitas keseharian saya.  
a. Sangat tidak setuju    b. Tidak setuju    c. Setuju    d. Sangat setuju
9. Selain mendengarkan, saya juga menyanyikan lagu berbahasa Inggris untuk melatih pengucapan/pelafalan kata dalam bahasa Inggris.  
a. Sangat Setuju    b. Setuju    c. Tidak setuju    d. Sangat tidak setuju
10. Saya mendengarkan lagu-lagu populer bahasa Inggris untuk melatih kemampuan mendengarkan dan menyimak saya dalam berbahasa Inggris.  
a. Sangat Setuju    b. Setuju    c. Tidak setuju    d. Sangat tidak setuju
11. Saya mendengarkan lagu berbahasa Inggris untuk membantu saya dalam menghapuskan dan mengingat kosa kata baru dalam bahasa Inggris.  
a. Sangat Setuju    b. Setuju    c. Tidak setuju    d. Sangat tidak setuju
12. Lagu-lagu berbahasa Inggris membuat saya tertarik untuk mendengarkan karena lirik dan musiknya yang bagus.  
a. Sangat Setuju    b. Setuju    c. Tidak setuju    d. Sangat tidak setuju
13. Saya melihat lirik dan memperhatikan makna dan arti setiap mendengarkan lagu berbahasa Inggris.  
a. Sangat Setuju    b. Setuju    c. Tidak setuju    d. Sangat tidak setuju
14. Ketika saya mendengarkan lagu-lagu berbahasa Inggris, saya hanya menikmati musiknya tanpa peduli lirik lagu tersebut.  
a. Sangat tidak setuju    b. Tidak setuju    c. Setuju    d. Sangat setuju
15. Saya tidak bisa belajar bahasa Inggris melalui lagu-lagu berbahasa Inggris.  
a. Sangat tidak setuju    b. Tidak setuju    c. Setuju    d. Sangat setuju
16. Saya tidak melihat lirik dan tidak memperhatikan makna/arti setiap mendengarkan lagu berbahasa Inggris.  
a. Sangat tidak setuju    b. Tidak setuju    c. Setuju    d. Sangat setuju

17. Saya membaca dan memahami lirik lagu bahasa Inggris untuk membantu saya memahami isi lagu tersebut.  
a. Sangat Setuju   b. Setuju   c. Tidak setuju   d. Sangat tidak setuju
18. Jika ada kata/kalimat didalam lagu berbahasa Inggris yang tidak saya pahami, saya menterjemahkan kata/kalimat tersebut dengan bantuan kamus.  
a. Sangat Setuju   b. Setuju   c. Tidak setuju   d. Sangat tidak setuju
19. Saya dapat memahami arti dari ungkapan bahasa Inggris yang diucapkan oleh penyanyi dari lagu-lagu berbahasa Inggris..  
a. Sangat Setuju   b. Setuju   c. Tidak setuju   d. Sangat tidak setuju
20. Banyak mendengarkan lagu berbahasa Inggris membantu saya dalam mengetahui arti kata/kalimat dalam bahasa Inggris dengan mudah.  
a. Sangat Setuju   b. Setuju   c. Tidak setuju   d. Sangat tidak setuju
21. Meskipun saya sering mendengarkan lagu-lagu berbahasa Inggris, saya tetap saja tidak bisa memahami/mengetahui liriknya.  
a. Sangat tidak setuju   b. Tidak setuju   c. Setuju   d. Sangat setuju
22. Saya tidak bisa menikmati lagu-lagu berbahasa Inggris karena saya tidak mengetahui maksud artinya.  
a. Sangat tidak setuju   b. Tidak setuju   c. Setuju   d. Sangat setuju
23. Saya tidak dapat memahami arti dari ungkapan bahasa Inggris yang diucapkan oleh penyanyi dari lagu-lagu berbahasa Inggris.  
a. Sangat tidak setuju   b. Tidak setuju   c. Setuju   d. Sangat setuju
24. Bagi saya, tidaklah penting untuk mengetahui arti dari lagu-lagu berbahasa Inggris.  
a. Sangat tidak setuju   b. Tidak setuju   c. Setuju   d. Sangat setuju

# Appendix 11

## The Score of Students' Listening Habit Of English Songs (X)

No	Code	Statement											
		1	2	3	4	5	6	7	8	9	10	11	12
1	R-01	3	3	2	3	2	3	3	3	3	3	3	3
2	R-02	3	2	1	2	2	2	2	2	2	2	2	3
3	R-03	3	3	3	3	3	3	3	3	3	3	4	3
4	R-04	3	4	3	4	3	2	1	3	3	4	2	3
5	R-05	2	1	3	3	1	3	3	3	3	3	2	2
6	R-06	3	3	3	3	3	3	3	3	3	1	2	2
7	R-07	2	2	2	2	2	3	3	3	2	2	2	2
8	R-08	4	3	4	4	2	4	4	3	3	3	3	3
9	R-09	3	3	3	3	2	3	3	2	3	3	3	3
10	R-10	3	2	2	3	2	2	3	3	3	3	3	2
11	R-11	3	3	3	4	3	3	3	2	3	3	3	3
12	R-12	3	3	3	2	2	3	3	2	3	3	3	3
13	R-13	3	4	4	4	3	3	3	4	4	4	4	3
14	R-14	4	2	3	4	3	3	3	3	3	3	3	3
15	R-15	3	3	3	3	3	3	3	3	3	1	3	2
16	R-16	2	2	2	2	2	3	3	3	2	2	2	2
17	R-17	3	2	2	2	2	2	3	3	3	3	3	2
18	R-18	4	4	4	3	3	3	3	3	3	3	3	3
19	R-19	3	2	3	3	2	3	3	2	3	2	2	3
20	R-20	2	2	2	2	2	2	2	2	2	2	2	2
21	R-21	4	3	3	3	2	3	3	2	3	3	3	3
22	R-22	3	4	2	3	2	3	2	3	4	3	3	2
23	R-23	3	3	3	3	2	3	2	3	3	3	3	3
24	R-24	4	2	3	4	3	3	3	3	3	3	3	3
25	R-25	3	3	3	3	2	3	3	3	3	1	3	3
26	R-26	4	3	4	4	2	4	4	3	3	3	3	3
27	R-27	2	1	3	3	1	3	3	3	3	3	2	2
28	R-28	3	2	3	4	3	3	2	2	3	3	3	3

29	R-29	3	3	3	3	3	3	2	3	2	4	3	4
30	R-30	2	2	2	1	1	2	2	2	2	2	1	3
31	R-31	3	2	3	3	3	3	3	3	3	3	3	3
32	R-32	3	3	3	2	2	3	3	3	3	3	3	3
33	R-33	3	2	2	3	2	2	3	3	3	3	3	2
34	R-34	3	3	3	3	3	3	2	3	2	4	3	4
35	R-35	2	2	2	2	2	2	2	2	2	2	2	2
36	R-36	3	2	2	3	2	3	3	3	2	3	3	4
37	R-37	3	3	2	3	2	3	3	3	3	3	3	3
38	R-38	3	2	2	2	3	2	2	2	3	3	3	3
39	R-39	3	2	2	3	2	3	3	3	3	1	3	3
40	R-40	2	2	2	2	2	3	3	3	2	2	2	2
41	R-41	3	3	3	4	3	3	3	2	3	3	3	3
42	R-42	3	2	3	3	3	3	3	3	3	3	3	3
43	R-43	2	1	2	2	2	2	2	2	2	2	2	2
44	R-44	3	2	2	2	2	3	2	3	2	2	3	3
45	R-45	3	3	3	3	3	3	2	3	2	4	3	4
46	R-46	3	2	3	3	3	3	2	2	3	3	3	3
47	R-47	3	2	2	2	3	3	2	3	3	3	3	3
48	R-48	3	4	4	4	3	3	3	4	4	4	4	4
49	R-49	2	2	2	2	2	3	3	3	2	2	2	2
50	R-50	3	3	3	3	2	3	3	3	3	3	3	3
51	R-51	3	2	3	3	3	3	3	3	3	3	3	3

No	Code	Statement												Total
		13	14	15	16	17	18	19	20	21	22	23	24	
1	R-01	3	3	3	3	4	3	3	2	2	2	2	3	67
2	R-02	2	2	3	2	3	2	2	2	2	2	2	2	51
3	R-03	3	3	3	3	3	3	2	3	3	3	3	4	73
4	R-04	4	2	3	1	4	3	4	3	2	2	1	3	67
5	R-05	2	2	3	2	2	2	2	3	3	3	3	3	59
6	R-06	2	2	3	2	3	2	3	2	3	2	3	2	61
7	R-07	2	2	3	3	3	2	3	2	2	3	3	3	58
8	R-08	4	3	3	3	4	3	2	2	3	3	3	3	76
9	R-09	3	3	3	3	3	2	2	3	2	2	2	2	64
10	R-10	2	2	3	3	2	1	2	2	2	2	2	2	56
11	R-11	3	2	3	3	3	3	3	3	3	3	3	3	71
12	R-12	3	3	3	3	3	3	3	3	2	3	3	3	68
13	R-13	3	3	3	3	3	3	3	3	3	3	3	3	79
14	R-14	2	3	3	3	4	3	3	3	3	3	4	4	75
15	R-15	2	2	3	2	3	3	3	2	3	3	3	2	64
16	R-16	2	3	3	3	2	3	2	2	2	2	2	2	55
17	R-17	2	2	3	3	2	1	2	2	3	3	3	3	59
18	R-18	4	3	3	3	3	3	3	3	3	3	3	3	76
19	R-19	3	3	3	2	2	2	3	2	2	3	2	3	61
20	R-20	2	2	2	2	2	2	2	2	2	2	2	2	48
21	R-21	3	2	3	2	3	3	2	3	3	3	3	3	68
22	R-22	3	4	3	3	4	3	3	3	3	3	3	3	72
23	R-23	3	2	3	3	3	3	3	3	1	1	2	3	64
24	R-24	2	2	3	3	3	4	3	3	3	3	4	4	74
25	R-25	4	4	3	3	4	3	3	3	3	3	3	3	72
26	R-26	4	3	3	3	4	3	2	2	3	3	3	3	76
27	R-27	2	2	3	2	2	2	2	3	3	3	3	3	59
28	R-28	3	2	3	2	3	3	3	2	3	3	3	3	67
29	R-29	3	2	3	2	3	2	2	3	3	3	2	2	66
30	R-30	2	2	3	2	2	1	2	2	2	3	2	2	47
31	R-31	3	4	3	3	3	3	2	3	3	3	3	3	71



32	R-32	3	3	3	3	3	3	3	3	3	3	3	3	<b>70</b>
33	R-33	2	2	3	3	2	1	2	2	3	3	3	3	<b>60</b>
34	R-34	3	2	3	2	3	2	2	3	3	3	2	2	<b>66</b>
35	R-35	2	2	2	2	2	2	2	2	2	2	2	2	<b>48</b>
36	R-36	3	3	3	3	2	2	2	2	2	3	2	3	<b>63</b>
37	R-37	3	3	3	3	3	3	3	3	3	3	3	3	<b>70</b>
38	R-38	3	2	3	2	3	3	3	3	2	3	3	3	<b>63</b>
39	R-39	3	3	3	3	3	3	3	3	3	3	3	3	<b>67</b>
40	R-40	2	3	3	3	2	3	2	2	2	2	2	2	<b>55</b>
41	R-41	3	2	3	3	3	3	3	3	3	3	3	3	<b>71</b>
42	R-42	3	4	3	3	3	3	2	3	3	3	3	3	<b>71</b>
43	R-43	2	2	2	2	2	2	1	2	2	2	2	2	<b>46</b>
44	R-44	2	2	2	2	3	3	3	2	2	2	2	2	<b>56</b>
45	R-45	3	2	3	2	3	2	2	3	3	3	2	2	<b>66</b>
46	R-46	3	2	3	2	3	3	3	2	3	3	3	3	<b>66</b>
47	R-47	2	2	3	2	3	3	3	3	3	3	2	3	<b>64</b>
48	R-48	4	4	3	4	4	4	3	4	4	4	3	4	<b>89</b>
49	R-49	2	2	3	3	3	2	3	2	2	3	3	3	<b>58</b>
50	R-50	3	3	3	3	3	2	2	3	2	2	1	3	<b>65</b>
51	R-51	3	4	3	3	3	3	2	3	3	3	3	3	<b>71</b>

## Appendix 12

The Score of Students' Reading Comprehension Ability of Narrative Text (Y)

No	Code	Question Number									
		1	2	3	4	5	6	7	8	9	10
1	R-01	1	2	4	1	4	1	2	2	4	4
2	R-02	2	1	4	1	2	3	1	2	2	2
3	R-03	2	1	4	2	4	4	3	2	2	4
4	R-04	2	1	4	3	4	4	3	2	4	4
5	R-05	4	4	4	3	4	4	4	2	4	4
6	R-06	3	2	4	1	1	1	2	3	3	2
7	R-07	2	2	2	2	2	1	2	2	3	3
8	R-08	2	1	4	3	2	2	3	2	3	4
9	R-09	2	2	4	3	2	2	3	2	2	3
10	R-10	2	2	4	2	2	3	2	2	2	2
11	R-11	1	4	2	4	3	1	4	2	2	4
12	R-12	1	1	3	2	2	1	1	2	3	3
13	R-13	3	4	4	4	4	2	3	2	4	4
14	R-14	2	4	4	4	4	1	3	3	4	4
15	R-15	2	1	4	4	4	2	1	2	2	4
16	R-16	2	1	4	1	1	1	1	2	2	3
17	R-17	1	1	3	2	2	1	1	2	2	2
18	R-18	3	4	4	4	4	3	2	4	4	3
19	R-19	2	2	4	4	4	1	3	2	4	4
20	R-20	3	2	4	3	3	1	2	2	4	4
21	R-21	3	4	4	3	4	1	4	3	4	4
22	R-22	2	1	4	3	4	1	2	2	4	4
23	R-23	2	1	2	2	2	1	1	2	2	3
24	R-24	2	3	4	3	4	2	3	2	4	4
25	R-25	3	3	4	3	4	2	3	3	4	4
26	R-26	3	2	4	4	4	3	3	3	4	4
27	R-27	2	1	4	1	1	1	2	2	2	3

28	R-28	2	2	4	3	4	1	3	2	4	4
29	R-29	3	2	4	4	4	3	3	2	4	4
30	R-30	2	1	4	1	1	1	1	2	1	3
31	R-31	2	1	4	1	2	2	2	2	2	4
32	R-32	3	2	3	3	2	2	3	3	4	4
33	R-33	2	1	4	2	2	1	1	2	2	2
34	R-34	2	2	4	1	4	2	2	2	4	4
35	R-35	2	2	3	1	4	1	3	2	3	3
36	R-36	2	1	4	4	4	3	1	2	2	4
37	R-37	3	2	4	3	4	2	2	3	4	4
38	R-38	3	2	1	1	1	1	2	2	3	4
39	R-39	2	1	4	2	3	1	1	2	4	4
40	R-40	2	1	2	2	1	1	1	2	2	3
41	R-41	2	4	4	4	4	3	3	2	4	4
42	R-42	2	1	4	1	1	4	3	2	4	4
43	R-43	2	1	4	1	1	1	1	2	2	2
44	R-44	2	2	4	2	2	1	1	2	2	4
45	R-45	3	2	4	3	4	2	2	2	4	4
46	R-46	2	1	4	1	4	3	1	2	2	4
47	R-47	2	1	4	2	3	2	2	2	3	3
48	R-48	3	4	4	4	4	2	2	2	3	4
49	R-49	1	2	2	1	2	1	2	2	3	4
50	R-50	3	2	4	3	4	2	1	3	2	4
51	R-51	3	2	4	4	4	2	3	2	4	4

No	Code	Question Number					Total Score
		11	12	13	14	15	
1	R-01	4	4	3	2	2	40
2	R-02	4	2	1	1	1	29
3	R-03	4	4	4	2	2	44
4	R-04	4	2	2	4	2	45
5	R-05	4	4	4	2	4	55
6	R-06	2	1	1	3	1	30
7	R-07	4	2	1	2	1	31
8	R-08	4	4	1	4	2	41
9	R-09	2	1	2	3	2	35
10	R-10	4	2	1	4	1	35
11	R-11	4	4	1	2	2	40
12	R-12	4	3	1	4	2	33
13	R-13	4	4	2	4	2	50
14	R-14	4	4	1	4	2	48
15	R-15	4	2	3	2	2	39
16	R-16	3	2	1	2	1	27
17	R-17	4	3	1	4	1	30
18	R-18	3	4	2	4	2	50
19	R-19	4	4	1	4	3	46
20	R-20	3	2	1	3	2	39
21	R-21	4	4	3	4	2	51
22	R-22	4	4	2	2	1	40
23	R-23	4	4	1	2	1	30
24	R-24	4	4	2	2	2	45
25	R-25	4	3	2	2	3	47
26	R-26	4	4	3	2	2	49
27	R-27	4	4	3	1	2	33
28	R-28	4	4	1	2	3	43
29	R-29	4	4	1	4	3	49
30	R-30	4	2	1	2	2	28
31	R-31	4	1	2	2	3	34

32	R-32	4	4	2	2	2	<b>43</b>
33	R-33	1	2	1	2	1	<b>26</b>
34	R-34	4	4	2	4	2	<b>43</b>
35	R-35	4	2	2	4	2	<b>38</b>
36	R-36	4	2	2	2	2	<b>39</b>
37	R-37	2	3	2	4	3	<b>45</b>
38	R-38	4	2	1	2	1	<b>30</b>
39	R-39	4	4	1	4	1	<b>38</b>
40	R-40	1	2	1	3	2	<b>26</b>
41	R-41	4	4	3	4	2	<b>51</b>
42	R-42	4	4	3	4	2	<b>43</b>
43	R-43	3	1	1	1	2	<b>25</b>
44	R-44	4	4	1	4	1	<b>36</b>
45	R-45	4	4	2	3	3	<b>46</b>
46	R-46	4	2	2	1	1	<b>34</b>
47	R-47	4	2	1	2	1	<b>34</b>
48	R-48	4	4	4	3	2	<b>49</b>
49	R-49	4	4	1	3	1	<b>33</b>
50	R-50	4	2	2	2	3	<b>41</b>
51	R-51	4	4	1	2	2	<b>45</b>

### Appendix 13

#### Frequency Distribution of Students' Listening Habit of English Songs

##### VARIABLE X

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46	1	2,0	2,0	2,0
	47	1	2,0	2,0	3,9
	48	2	3,9	3,9	7,8
	51	1	2,0	2,0	9,8
	55	2	3,9	3,9	13,7
	56	2	3,9	3,9	17,6
	58	2	3,9	3,9	21,6
	59	3	5,9	5,9	27,5
	60	1	2,0	2,0	29,4
	61	2	3,9	3,9	33,3
	63	2	3,9	3,9	37,3
	64	4	7,8	7,8	45,1
	65	1	2,0	2,0	47,1
	66	4	7,8	7,8	54,9
	67	4	7,8	7,8	62,7
	68	2	3,9	3,9	66,7
	70	2	3,9	3,9	70,6
	71	5	9,8	9,8	80,4
	72	2	3,9	3,9	84,3

73	1	2,0	2,0	86,3
74	1	2,0	2,0	88,2
75	1	2,0	2,0	90,2
76	3	5,9	5,9	96,1
79	1	2,0	2,0	98,0
89	1	2,0	2,0	100,0
Total	51	100,0	100,0	

# Appendix 14

## Frequency Distribution of Reading Comprehension Ability

### VARIABLE Y

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	1	2,0	2,0	2,0
	26	2	3,9	3,9	5,9
	27	1	2,0	2,0	7,8
	28	1	2,0	2,0	9,8
	29	1	2,0	2,0	11,8
	30	4	7,8	7,8	19,6
	31	1	2,0	2,0	21,6
	33	3	5,9	5,9	27,5
	34	3	5,9	5,9	33,3
	35	2	3,9	3,9	37,3
	36	1	2,0	2,0	39,2
	38	2	3,9	3,9	43,1
	39	3	5,9	5,9	49,0
	40	3	5,9	5,9	54,9
	41	2	3,9	3,9	58,8
	43	4	7,8	7,8	66,7
	44	1	2,0	2,0	68,6
	45	4	7,8	7,8	76,5
	46	2	3,9	3,9	80,4



47	1	2,0	2,0	82,4
48	1	2,0	2,0	84,3
49	3	5,9	5,9	90,2
50	2	3,9	3,9	94,1
51	2	3,9	3,9	98,0
55	1	2,0	2,0	100,0
Total	51	100,0	100,0	

## Appendix 15

### Students' Works of Listening Habit Questionnaire

#### LISTENING HABIT OF ENGLISH SONGS QUESTIONNAIRE

Nama : M. UUL ALBAG

Kelas : X IPA

##### Petunjuk Pengerjaan :

- Tulislah nama dan kelas terlebih dahulu.
- Bacalah tiap-tiap pernyataan dengan baik.
- Pilihlah jawaban sesuai dengan kebiasaan anda dengan memberi tanda silang (X).
- Isilah dengan jujur dan jangan ada yang terlewatkan.

1. Saya biasa mendengarkan lagu-lagu berbahasa Inggris.  
a. Sangat Setuju      ☒ Setuju      c. Tidak setuju      d. Sangat tidak setuju
2. Saya meluangkan waktu mendengarkan lagu-lagu berbahasa Inggris untuk belajar.  
a. Sangat Setuju      b. Setuju      ☒ Tidak setuju      d. Sangat tidak setuju
3. Saya mendengarkan lagu berbahasa Inggris secara berulang-ulang untuk memotivasi diri.  
a. Sangat Setuju      ☒ Setuju      c. Tidak setuju      d. Sangat tidak setuju
4. Setiap waktu luang saya mendengarkan lagu-lagu berbahasa Inggris yang saya sukai.  
a. Sangat Setuju      ☒ Setuju      c. Tidak setuju      d. Sangat tidak setuju
5. Sebelum saya melakukan aktifitas, saya mendengarkan lagu berbahasa Inggris terlebih dahulu.  
a. Sangat Setuju      ☒ Setuju      c. Tidak setuju      d. Sangat tidak setuju
6. Saya tidak betah berlama-lama mendengarkan lagu-lagu berbahasa Inggris.  
a. Sangat tidak setuju      ☒ Tidak setuju      c. Setuju      d. Sangat setuju
7. Saya tidak biasa mendengarkan lagu-lagu berbahasa Inggris karena saya tidak mengetahui artinya.  
a. Sangat tidak setuju      b. Tidak setuju      ☒ Setuju      d. Sangat setuju
8. Saya tidak mempunyai waktu untuk mendengarkan lagu berbahasa Inggris dalam aktifitas keseharian saya.  
a. Sangat tidak setuju      b. Tidak setuju      ☒ Setuju      d. Sangat setuju
9. Selain mendengarkan, saya juga menyanyikan lagu berbahasa Inggris untuk melatih pengucapan/pelafalan kata dalam bahasa Inggris.  
a. Sangat Setuju      ☒ Setuju      c. Tidak setuju      d. Sangat tidak setuju
10. Saya mendengarkan lagu-lagu populer berbahasa Inggris untuk melatih kemampuan mendengarkan dan menyimak saya dalam berbahasa Inggris.  
a. Sangat Setuju      ☒ Setuju      c. Tidak setuju      d. Sangat tidak setuju
11. Saya mendengarkan lagu berbahasa Inggris untuk membantu saya dalam menghafalkan dan mengingat kosa kata baru dalam bahasa Inggris.  
a. Sangat Setuju      ☒ Setuju      c. Tidak setuju      d. Sangat tidak setuju

12. Lagu-lagu berbahasa Inggris membuat saya tertarik untuk mendengarkan karena lirik dan musiknya yang bagus.  
a. Sangat Setuju      ☒ b. Setuju      c. Tidak setuju      d. Sangat tidak setuju
13. Saya melihat lirik dan memperhatikan makna/arti setiap mendengarkan lagu berbahasa Inggris.  
a. Sangat Setuju      b. Setuju      ☒ c. Tidak setuju      d. Sangat tidak setuju
14. Ketika saya mendengarkan lagu-lagu berbahasa Inggris, saya hanya menikmati musiknya tanpa peduli lirik lagu tersebut.  
a. Sangat tidak setuju      b. Tidak setuju      ☒ c. Setuju      d. Sangat setuju
15. Saya tidak bisa belajar bahasa Inggris melalui lagu-lagu berbahasa Inggris.  
a. Sangat tidak setuju      ☒ b. Tidak setuju      c. Setuju      d. Sangat setuju
16. Saya tidak melihat lirik dan tidak memperhatikan makna/arti setiap mendengarkan lagu berbahasa Inggris.  
a. Sangat tidak setuju      b. Tidak setuju      ☒ c. Setuju      d. Sangat setuju
17. Saya membaca dan memahami lirik lagu bahasa Inggris untuk membantu saya memahami isi lagu tersebut.  
a. Sangat Setuju      ☒ b. Setuju      c. Tidak setuju      d. Sangat tidak setuju
18. Jika ada kata/kalimat didalam lagu berbahasa Inggris yang tidak saya pahami, saya menterjemahkan kata/kalimat tersebut dengan bantuan kamus.  
a. Sangat Setuju      ☒ b. Setuju      c. Tidak setuju      d. Sangat tidak setuju
19. Saya dapat memahami arti dari ungkapan bahasa Inggris yang diucapkan oleh penyanyi dari lagu-lagu berbahasa Inggris.  
a. Sangat Setuju      ☒ b. Setuju      c. Tidak setuju      d. Sangat tidak setuju
20. Banyak mendengarkan lagu berbahasa Inggris membantu saya dalam mengetahui arti kata/kalimat dalam bahasa Inggris dengan mudah.  
a. Sangat Setuju      ☒ b. Setuju      c. Tidak setuju      d. Sangat tidak setuju
21. Meskipun saya sering mendengarkan lagu-lagu berbahasa Inggris, saya tetap saja tidak bisa memahami/mengetahui liriknya.  
a. Sangat tidak setuju      ☒ b. Tidak setuju      c. Setuju      d. Sangat setuju
22. Saya tidak bisa menikmati lagu-lagu berbahasa Inggris karena saya tidak mengetahui maksud artinya.  
a. Sangat tidak setuju      ☒ b. Tidak setuju      c. Setuju      d. Sangat setuju
23. Saya tidak dapat memahami arti dari ungkapan bahasa Inggris yang diucapkan oleh penyanyi dari lagu-lagu berbahasa Inggris.  
a. Sangat tidak setuju      b. Tidak setuju      ☒ c. Setuju      d. Sangat setuju
24. Bagi saya, tidaklah penting untuk mengetahui arti dari lagu-lagu berbahasa Inggris.  
a. Sangat tidak setuju      ☒ b. Tidak setuju      c. Setuju      d. Sangat setuju

### LISTENING HABIT OF ENGLISH SONGS QUESTIONNAIRE

Nama : Rima Argyanti

Kelas : X-5

#### Petunjuk Pengerjaan :


- Tulislah nama dan kelas terlebih dahulu.
- Bacalah tiap-tiap pernyataan dengan baik.
- Pilihlah jawaban sesuai dengan kebiasaan anda dengan memberi tanda silang (X).
- Isilah dengan jujur dan jangan ada yang terlewatkan.

1. Saya biasa mendengarkan lagu-lagu berbahasa Inggris.  
a. Sangat Setuju      ☒ Setuju      c. Tidak setuju      d. Sangat tidak setuju
2. Saya meluangkan waktu mendengarkan lagu-lagu berbahasa Inggris untuk belajar.  
a. Sangat Setuju      ☒ Setuju      c. Tidak setuju      d. Sangat tidak setuju
3. Saya mendengarkan lagu berbahasa Inggris secara berulang-ulang untuk memotivasi diri.  
a. Sangat Setuju      ☒ Setuju      c. Tidak setuju      d. Sangat tidak setuju
4. Setiap waktu luang saya mendengarkan lagu-lagu berbahasa Inggris yang saya sukai.  
a. Sangat Setuju      ☒ Setuju      c. Tidak setuju      d. Sangat tidak setuju
5. Sebelum saya melakukan aktifitas, saya mendengarkan lagu berbahasa Inggris terlebih dahulu.  
a. Sangat Setuju      ☒ Setuju      c. Tidak setuju      d. Sangat tidak setuju
6. Saya tidak betah berlama-lama mendengarkan lagu-lagu berbahasa Inggris.  
a. Sangat tidak setuju      ☒ Tidak setuju      c. Setuju      d. Sangat setuju
7. Saya tidak biasa mendengarkan lagu-lagu berbahasa Inggris karena saya tidak mengetahui artinya.  
a. Sangat tidak setuju      ☒ Tidak setuju      ☒ Setuju      d. Sangat setuju
8. Saya tidak mempunyai waktu untuk mendengarkan lagu berbahasa Inggris dalam aktifitas keseharian saya.  
a. Sangat tidak setuju      ☒ Tidak setuju      c. Setuju      d. Sangat setuju
9. Selain mendengarkan, saya juga menyanyikan lagu berbahasa Inggris untuk melatih pengucapan/pelafalan kata dalam bahasa Inggris.  
a. Sangat Setuju      b. Setuju      ☒ Tidak setuju      d. Sangat tidak setuju
10. Saya mendengarkan lagu-lagu populer berbahasa Inggris untuk melatih kemampuan mendengarkan dan menyimak saya dalam berbahasa Inggris.  
☒ Sangat Setuju      b. Setuju      c. Tidak setuju      d. Sangat tidak setuju
11. Saya mendengarkan lagu berbahasa Inggris untuk membantu saya dalam menghafalkan dan mengingat kosa kata baru dalam bahasa Inggris.  
a. Sangat Setuju      ☒ Setuju      c. Tidak setuju      d. Sangat tidak setuju

12. Lagu-lagu berbahasa Inggris membuat saya tertarik untuk mendengarkan karena lirik dan musiknya yang bagus.  
☒ a. Sangat Setuju      b. Setuju      c. Tidak setuju      d. Sangat tidak setuju
13. Saya melihat lirik dan memperhatikan makna/arti setiap mendengarkan lagu berbahasa Inggris.  
☒ a. Sangat Setuju      b. Setuju      c. Tidak setuju      d. Sangat tidak setuju
14. Ketika saya mendengarkan lagu-lagu berbahasa Inggris, saya hanya menikmati musiknya tanpa peduli lirik lagu tersebut.  
☐ a. Sangat tidak setuju      b. Tidak setuju      ☒ c. Setuju      d. Sangat setuju
15. Saya tidak bisa belajar bahasa Inggris melalui lagu-lagu berbahasa Inggris.  
☐ a. Sangat tidak setuju      ☒ b. Tidak setuju      c. Setuju      d. Sangat setuju
16. Saya tidak melihat lirik dan tidak memperhatikan makna/arti setiap mendengarkan lagu berbahasa Inggris.  
☐ a. Sangat tidak setuju      b. Tidak setuju      ☒ c. Setuju      d. Sangat setuju
17. Saya membaca dan memahami lirik lagu bahasa Inggris untuk membantu saya memahami isi lagu tersebut.  
☐ a. Sangat Setuju      ☒ b. Setuju      c. Tidak setuju      d. Sangat tidak setuju
18. Jika ada kata/kalimat didalam lagu berbahasa Inggris yang tidak saya pahami, saya menterjemahkan kata/kalimat tersebut dengan bantuan kamus.  
☐ a. Sangat Setuju      b. Setuju      ☒ c. Tidak setuju      d. Sangat tidak setuju
19. Saya dapat memahami arti dari ungkapan bahasa Inggris yang diucapkan oleh penyanyi dari lagu-lagu berbahasa Inggris.  
☐ a. Sangat Setuju      b. Setuju      ☒ c. Tidak setuju      d. Sangat tidak setuju
20. Banyak mendengarkan lagu berbahasa Inggris membantu saya dalam mengetahui arti kata/kalimat dalam bahasa Inggris dengan mudah.  
☐ a. Sangat Setuju      ☒ b. Setuju      c. Tidak setuju      d. Sangat tidak setuju
21. Meskipun saya sering mendengarkan lagu-lagu berbahasa Inggris, saya tetap saja tidak bisa memahami/mengetahui liriknya.  
☐ a. Sangat tidak setuju      ☒ b. Tidak setuju      c. Setuju      d. Sangat setuju
22. Saya tidak bisa menikmati lagu-lagu berbahasa Inggris karena saya tidak mengetahui maksud artinya.  
☐ a. Sangat tidak setuju      ☒ b. Tidak setuju      c. Setuju      d. Sangat setuju
23. Saya tidak dapat memahami arti dari ungkapan bahasa Inggris yang diucapkan oleh penyanyi dari lagu-lagu berbahasa Inggris.  
☐ a. Sangat tidak setuju      b. Tidak setuju      ☒ c. Setuju      d. Sangat setuju
24. Bagi saya, tidaklah penting untuk mengetahui arti dari lagu-lagu berbahasa Inggris.  
☐ a. Sangat tidak setuju      b. Tidak setuju      ☒ c. Setuju      d. Sangat setuju

## Appendix 16

### Students' Works of Reading Comprehension Test



Name : Esy Penaya Chanur Endra

Student Number : 7

Class : X IPA

ANSWER SHEET

Write down your answers here.

1. About Kyai jegod be the main pole and stay inside it forever.
2. Grandson of Amangkurat IV.
3. Strong and old woods.
4. Kyai jegod is woods, Kyai jegod was an old, tall, and massive tree.
5. 1. Kyai jegod.
2. The ~~protector of that palace~~ main pole in the palace's.
6. Arrogant.
7. Because Kyai jegod is criteria the sultan ordered to the main pole in the palace's.
8. About the fortune teller ~~ordered baby bag~~ did now know what to say.
9. Son of a man called Lin and his wife, and he live in Garpei.
10. "You must send your son away," he said. "one day we will become a thief and cause you a lot of trouble."
11. Very sad.
12. It is bag.
13. He is Saw Ling.
14. The fortune teller did not know what to say.
15. Don't believe is with the fortune teller and teach to be honest man.



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Name	: Hana Nig Diana
Student Number	: 09
Class	: Xpa

# ANSWER SHEET

Write down your answers here.

1. 3. Kyal Jigad
2. 2. Grand child
3. 4. He demanded strong and the woods and the forest where those woods lie was said to be home of genies and spirit
4. 9. The voice introduced itself as Kyal Jigad
5. 7. 14 Kyal Jigad
6. 11. main pole
7. 6. didn't exist
8. 3. He said that he would voluntarily let himself be cut to make the main pole so that he could stay inside it forever
9. 8. The fortune teller
10. 10. You must send your son away, he said, "One day we will become a thief and cause you a lot of trouble"
11. 12. 14
12. 11. He: Sou ting
13. 10. Sad
14. 13. Not honest
15. 14. The fortune-teller did not know what to say. He left the house without saying a word.
16. 15. Honest
17. 10. Chua m'r and m'r in Taipei

## Appendix 17

### The Letters of Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka Km.2 Semarang 50185  
Telepon 024-7601295, Faksimile 024-7615387  
www.walisongo.ac.id

Nomor : B-86/un.10.3/D.1/TL.00./01/2020

07 Januari 2020

Lamp. : -

Hal : Mohon Izin Riset

a.n. : Siti Noor Aisyah

NIM : 1503046014

Yth.

Kepala MA Darul Ulum, Semarang

Di tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Siti Noor Aisyah

NIM : 1503046014

Alamat : Jl. Panglima Utar No.289 Kec. Kumai, Kab. Kotawaringin Barat, Kalimantan Tengah

Judul skripsi : *"The Influence of Students' Listening Habit of English Songs toward Students' Reading Comprehension Ability of Narrative Text"*

Pembimbing :

1. Dr. Hj. Siti Mariam, M. Pd

2. Dr. H. Ikhrom, M. Ag

Sehubungan dengan hal tersebut, mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas mulai tanggal 08 Januari 2020 sampai 08 Februari 2020.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)





**YAYASAN PENDIDIKAN ISLAM  
MADRASAH ALIYAH “DARUL ULUM”**

NSM : 131233740020    NIS : 310210    NPSN : 20363045  
Alamat : Jl. Raya Anyar Kel. Wates Kec. Ngaliyan Kota Semarang Kode Pos 50188  
Email : ma\_darululum06@yahoo.com    Facebook : MA Darul Ulum Semarang  
Telp : (024) 76431564, 0812 7995 1098

**SURAT KETERANGAN**  
085/A/SK/MADU/III/2020

Yang bertanda tangan dibawah ini atas nama Kepala MA Darul Ulum Kota Semarang

Nama : Hadi Suprayitno, S.Pd.I.,S.Pd

Jabatan : Kepala Madrasah

Bahwa nama dibawah ini telah melaksanakan di MA Darul Ulum Kota Semarang

No	NAMA	NIM
1	Siti Noor Aisyah	1503046014

Mahasiswa di Universitas Negeri Semarang, pernah melakukan observasi/Praktik di MA Darul Ulum Kota Semarang pada tanggal 08 Januari – 08 Februari 2020 untuk memenuhi data – data dalam pembuatan skripsi di Universitas Negeri Semarang.

Demikianlah surat ini kami buat dengan sebenar – benarnya agar dapat dipergunakan sebagaimana mestinya.

Semarang, 03 Maret 2020  
Kepala Madrasah

Hadi Suprayitno, S.Pd.I.,S.Pd

## Appendix 18

### Laboratory Test



## AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)  
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. Dr. Herta Km.01 Ngalièn Tambak Aji Semarang, 50815 Telp. 024-7608786 Fax. 024-7619177 email : baaisem@yahoo.com

**PENELITI** : Siti Noor Aisyah  
**NIM** : 1503046014  
**JURUSAN** : Pendidikan Bahasa Inggris  
**JUDUL** : THE INFLUENCE OF STUDENTS' LISTENING HABIT OF ENGLISH  
SONGS TOWARD STUDENTS' READING COMPREHENSION ABILITY  
OF NARRATIVE TEXT

#### HIPOTESIS:

##### a. Hipotesis Korelasi

H<sub>0</sub>: Tidak ada hubungan yang signifikan antara kebiasaan mendengarkan lagu Bahasa Inggris terhadap kemampuan membaca

H<sub>1</sub>: Ada hubungan yang signifikan antara kebiasaan mendengarkan lagu Bahasa Inggris terhadap kemampuan membaca

##### b. Hipotesis Uji F

H<sub>0</sub>: Tidak ada pengaruh yang signifikan antara kebiasaan mendengarkan lagu Bahasa Inggris terhadap kemampuan membaca

H<sub>1</sub>: ada pengaruh yang signifikan antara kebiasaan mendengarkan lagu Bahasa Inggris terhadap kemampuan membaca

##### c. Hipotesis Uji t (Parsial)

H<sub>0</sub>: Koefisien regresi tidak signifikan

H<sub>1</sub>: koefisien regresi signifikan

#### HASIL DAN ANALISIS DATA

Correlations

		Listening Habit	Reading Comprehension
Listening Habit	Pearson Correlation	1	.652**
	Sig. (2-tailed)		.000
	N	51	51
Reading Comprehension	Pearson Correlation	.652**	1
	Sig. (2-tailed)	.000	
	N	51	51

\*\* . Correlation is significant at the 0.01 level (2-tailed).

#### Keterangan:

Sig. = 0.000 < 0.05, maka H<sub>0</sub> ditolak artinya terdapat hubungan antara kebiasaan mendengarkan lagu Bahasa Inggris terhadap kemampuan membaca



# AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)  
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. DR. Hamka Km.01 Ngaliyan Tambak Aji Semarang, 50815 Telp. 024-7608786 Fax. 024-7619177 email : baaismvi@yahoo.com

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.652 <sup>a</sup>	.425	.413	6.017

a. Predictors: (Constant), Listening Habit

**Keterangan:**

Kontribusi kebiasaan mendengarkan lagu Bahasa Inggris terhadap kemampuan membaca adalah sebesar 42.5% dan sisanya dipengaruhi oleh faktor lain.

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1309.041	1	1309.041	36.155	.000 <sup>a</sup>
	Residual	1774.136	49	36.207		
	Total	3083.176	50			

a. Predictors: (Constant), Listening Habit

b. Dependent Variable: Reading Comprehension

**Keterangan:**

Sig. = 0.000 < 0.05, maka  $H_0$  ditolak artinya terdapat pengaruh signifikan kebiasaan mendengarkan lagu Bahasa Inggris terhadap kemampuan membaca

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.359	6.355		.214	.832
	Listening Habit	.584	.097	.652	6.013	.000

a. Dependent Variable: Reading Comprehension

**Keterangan:**

Persamaan regresi adalah  $Y = 1.359 + 0.584X$

Uji koefisien variabel kebiasaan mendengarkan lagu Bahasa Inggris (0.584): sig. = 0.000 maka  $H_0$  ditolak artinya Variabel kebiasaan mendengarkan lagu Bahasa Inggris Signifikan dalam mempengaruhi variabel Y (kemampuan membaca)

Semarang, 13 Maret 2020

Kepala Laboratorium



Joder Istiawan, S.Si., M.Kom

## *Appendix 19*

### The Picture of Research Activity



The students were fulfilling the questionnaire



The students were answering the reading comprehension test

## CURRICULUM VITAE

### A. Personal Details

1. Name : Siti Noor Aisyah
2. Place and Date of Birth : Kumai, November 22<sup>nd</sup>, 1996
3. Address : Desa Sungai Kapitan No. 289,  
Kumai, Kotawaringin Barat,  
Kalimantan Tengah
- Phone Number : 082350090126
- E-mail : nooraisyah121@gmail.com

### B. Education

1. Formal Education
- a. TK Sadar Bhakti (2003)
  - b. SDN 2 Kumai Hilir (2009)
  - c. MTsN Kumai (2012)
  - d. SMAN 1 Kumai (2015)
  - e. Bachelor Degree of English Education at Walisongo State Islamic University Semarang (2020)
2. Informal Education
- a. Madrasah Miftahul Ulum 1 Desa Sungai Kapitan (2011)
  - b. Ma'had Al-Jami'ah Walisongo Semarang (2016)

Semarang, March 24<sup>th</sup>, 2020

**Siti Noor Aisyah**  
NIM: 1503046014